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ABSTRACT

The follow-up study described in this report was initiated to determine the objectives and goal attainment of students who were enrolled in academic programs at one of British Columbia's 14 community colleges in fall 1978, but were not enrolled in a community college or university in fall 1979. After providing historical background, the introductory section lists study objectives, which included monitoring participation patterns, identifying students' original reasons for attending college, determining the extent to which their objectives were attained, and developing a long-range follow-up program. Next, discussion of study methodology is provided. The report continues with a description of the study population, covering the total, target, and sample populations; return rates for the survey instrument; respondent characteristics; and problems encountered. Next, study findings, based on a 50% return rate from the 8,000 students in the sample population, are detailed and analyzed in terms of enrollment patterns, reasons for college attendance and discontinuance, current activities, employment, assessment of college experience, and student comments. Finally, the report discusses the study's implications with respect to its objectives and in terms of the College Academic Program, the commonly-held image of the community college student, and the community college role. Appendices provide further detail of responses, the questionnaire, and other information related to study methodology and results. (KL)

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A FOLLOW-UP STUDY OF NON-TRANSFER, ACADEMIC STUDENTS
FROM THE BRITISH COLUMBIA COMMUNITY COLLEGES:

TECHNICAL REPORT

Prepared for

B.C. Ministry of Education
and the
Academic Council of British Columbia

by

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2. Summary Report: A Follow-up Study of Non-Transfer Academic Students from the British Columbia Community Colleges
3. Transfer Rates: A Study of Student Flows from the Academic Programs in B.C. Community Colleges

ABSTRACT

This follow-up study concerned itself with a random sample of former students from thirteen of the fourteen public community colleges in the Province of British Columbia. The students surveyed had been identified as enrolled, in September 1978, in academic programs providing transfer credit to university, and a year later were not enrolled at a college nor had they transferred to a university. Nearly 8,000 non-transfer, academic students made up the sample. A return rate of 50% was achieved from the mail-out survey.

Objectives for the study included: monitoring participation patterns; identifying students' original reasons for attending college; determining the extent to which objectives were attained; and developing an on-going, systematic, longitudinal follow-up program.

Among observed results were: 13% of academic program college students transfer to a university; one-third of non-transfer students indicated preparation for transfer as a reason for attending college; one-third reported attainment of their objectives prior to leaving college; 40% indicated a future expectation of attaining a university degree; former students would likely return to post-secondary education if they perceived it as a "direct benefit to employment".

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I. INTRODUCTION

1. Background

In British Columbia, the development of community colleges has had a relatively short history. In 1965 there was only one institution that could be identified as a comprehensive community college. This was Vancouver City College (now known as Vancouver Community College) which was operated by the Vancouver School Board. During the ensuing years, thirteen additional colleges were established throughout the province. The most recent of these were the four community colleges -North Island, Northern Lights, East Kootenay and Northwest, which opened in September 1975.

Each of these fourteen colleges has incorporated certain features which may give it a unique identity, yet all the colleges have a common purpose. This has been described by Campbell¹ as follows:

- 1) preparation for entry into employment;
- 2) preparation for transfer to a university;
- 3) remedial and general education for students of all ages;
- 4) community education services; and
- 5) a specific concern for the part-time student.

The growth of colleges in the province has been nothing short of phenomenal and the acceptance of these institutions by the public, as represented by their enrolment, has likewise been outstanding. When the first public community college began in 1965, the enrolment was some 3000 students. Fifteen years later the provincial enrolment for the existing fourteen colleges is over ten times what it was in 1965. As of October 1978, 55,562 students² were reported enrolled in university transfer courses, career/technical programs, vocational programs, general studies and college preparatory programs. This popularity of the colleges is further dramatized by comparison with the total university undergraduate population of 42,803 students³.

¹Gordon Campbell, "Community Colleges in Canada," C.A.U.T. Bulletin, Volume 23, Number 3, December 1974.

²Educational Data Services, B.C. Post-Secondary Statistics, Enrolment Data 1978/79, Ministry of Education, Province of British Columbia,

³Victoria, Nov. 1979. Table 10, page 27.

³ibid Table 1, page 11

Of the 55,562 students enrolled in the colleges in October 1978, 18,744 students were reported as being enrolled in the "university transfer" or "academic" program. This represents 34% of the total college population. In general, the college courses taken by these students have been designed to provide transfer credit with the universities. Thus the first two years of a university degree program can often be taken in a community college.

Over the years, considerable time and effort has been expended on the study of those college students who do transfer to university.^{4,5} In view of the "open door" policy of the community colleges and the heterogeneous mold of the college's clientele, it would seem that the transfer record of the students who have continued study at university has been generally commendable, although not without considerable variation from year to year, faculty to faculty, and department to department.

Nevertheless, of equal if not greater importance, in view of the larger number involved, are the college academic students enrolled in college to university transfer courses who do not transfer to university. It has already been indicated that 18,744 students were in the academic transfer program for the 1978-79 academic year. Yet when the figures for the colleges were calculated, only 13% transferred to a provincial university for the start of the 1979-80 academic year. In addition, 1% enrolled at the B.C. Institute of Technology, while a further 24% remained enrolled at either their own college or another provincial community college. In other words approximately 11,000 students, originally enrolled in a community college on the academic transfer program for the 1978-79 year did not immediately transfer to another post-secondary institution and did not continue in an academic program at their own community college.

In this report, the results of a study on these academic non-transfer students will be summarized.

⁴ A series of college to university "articulation studies" has been published each year since 1972 by B.C. Research.

⁵ Dennison, Tunner, Jones and Forrester, The Impact of Community Colleges, A Study of the College Concept in British Columbia, B.C. Research, Vancouver, B.C., November 1975.

2. Study Objectives

A Follow-up Study of Non-Transfer Academic Students from the British Columbia Community Colleges as outlined in this report has been designed with five objectives in mind:

- 1) to monitor the participation pattern of students who enroll in the "university transfer" or "academic" programs of the province's community colleges with respect to the number who eventually transfer to another provincial post-secondary institution or who discontinue their studies during or after their college experience;
- 2) to "follow-up" those students identified as having not transferred to other post-secondary institutions within British Columbia;
- 3) to summarize and statistically analyze the data gathered in the follow-up segment to ascertain the objectives of the student enrolled in the "university transfer" program and the degree to which these objectives have been attained;
- 4) to develop and pilot test an "enrolment information sheet" to be eventually administered to enrolling college students in a possible future research project. This information sheet would concern itself with the objectives of students as expressed at the time of their registration as opposed to those objectives voiced in the follow-up segment; and
- 5) to incorporate the key elements of the study into an on-going systematic follow-up program.

3. Overview

The general study methodology, explained in detail in Chapter II of this report, involved students who had been enrolled in an academic or university transfer program in thirteen of the province's fourteen community colleges as of September 1978.¹

This population included all students, part-time as well as full-time, in both first and second years of the academic programs in the colleges at the date stated. The academic program (university transfer program) is defined as distinct from career/technical, vocational, community education, college preparatory and pre-college up-grading programs. In some colleges, academic, general education, and liberal studies are used in slightly different categories from "university transfer." For the purposes of this study the terms are used interchangeably.

The September 1979 enrolment status of this student population was established by examining the enrolment files of the academic programs in the colleges and universities within the province, as well as the enrolment file of the British Columbia Institute of Technology. This procedure identified the follow-up segment's "target population," consisting of former September 1978 academic students who were no longer actively involved in formal post-secondary education as of September 1979.

Using a combination of total and stratified, systematic sampling, depending upon the size of the cohort from individual colleges, a sample of students from this target population was selected for contact. This contact involved mailing out an "information sheet" designed to answer the following questions:

- 1) What was the original reason for enrolling at college?
- 2) To what degree had the original student goal been attained?
- 3) What was the major program of study while at college?

¹The representative from North Island College was not able to obtain a directive from the College Board for release of the required student data in time for start of the study. Therefore, this college was not included in the study.

- 4) What specific expectations did the former college student hold for a college education?
- 5) Did the student withdraw from the program of study and if so, for what reason?
- 6) What reason was given for not transferring to a university?
- 7) What is the current activity (either in work or study)?
- 8) Would the former college student re-enroll in a college at a later date, and under what condition?
- 9) What type of job is held currently by the former student?
- 10) Did the student leave the geographic area of the college in order to take up employment?
- 11) To what degree, if at all, did the college education help the student in obtaining a job?
- 12) What was the general student assessment of the college experience?

An analysis of the returned information sheets for the sample of students from the target population provided the follow-up data which are presented in Chapters III and IV.

Finally, an "enrolment information sheet" was developed and pilot tested at two of the community colleges. This sheet was designed to be administered as part of the registration or enrolment process in the colleges. The May-August semester was used for the pilot testing. The results from this segment of the study are reported in Chapter II section 9.

II. METHODOLOGY

1. Steering Committee

At the outset of the project discussions were held with representatives of the provincial Ministry of Education, (the contracting agency) and a member of the Academic Council of British Columbia, the initiating body. At this time the primary objectives for the study were clarified and general agreement as to the essential study components was reached. A committee comprised of representatives of these two agencies plus a community college representative was set up to act as a Steering Committee for reference purposes, and for review of study progress.

2. Planning Workshop

Prior to becoming too involved in the research specifics, it was felt essential to provide an opportunity for representatives of the colleges to participate at the preliminary planning stage. With this in mind, a one day workshop was scheduled for 26 November 1979. A letter concerning the desire to involve the colleges in the study planning was mailed to the province's fourteen community college principals. (APPENDIX B1) The workshop was attended by representatives from all the community colleges except one (due to illness) as well as representatives from the study Steering Committee. As a result of ideas put forth at the workshop, several alterations were made to the preliminary study designs. The most notable in this regard was the decision to include all students enrolled in the academic program in September 1978 rather than just those enrolling for the first time as had been planned originally.

Of major concern to the workshop participants was the issue of the confidentiality of individual student records. This was resolved by clarifying the Data Release and Confidentiality Policy of B.C. Research and by confirming this with a letter from B.C. Research to each of the colleges (APPENDIX B2) ensuring the specific level of confidentiality.

It was also anticipated by some workshop participants that certain internal college policies might need revision in order that the required records could be submitted for the study. This resulted in a three tier data submission schedule being set up with the last of the data records required by 29 February 1980.

The Workshop also raised the suggestion of a press release. It was felt that if general public awareness of the study was raised before mailing out the survey forms, this would have a beneficial impact on the return rates. Consequently a press release statement was written and offered to each college for their release (APPENDIX B3) and a similar version was also issued separately by B.C. Research.

3. Data Submission

In early December a formal request was made to each college for specific student data. (APPENDIX C1) Two sets of data were requested; the first for all academic students enrolled as of September 1978, and the second for all academic students enrolled as of September 1979. These data were as follows:

- 1) semester concerned;
- 2) college code;
- 3) college student registration number;
- 4) surname;
- 5) first given name;
- 6) second given name;
- 7) sex, or title (i.e. Miss, Mr. etc.);
- 8) previous surname or maiden name;
- 9) date of birth (year, month, day);
- 10) Social Insurance number (if available);
- 11) street address;
- 12) city/town;
- 13) postal code;
- 14) telephone number;
- 15) alternate street address;
- 16) alternate city/town;
- 17) alternate postal code;
- 18) alternate telephone number;

In order to fit the various college record systems, three data formats were created: a) magnetic tape (APPENDIX C2), b) punched cards (APPENDIX C3), and c) manual list (APPENDIX C4).

Similar data requests were sent to the three provincial universities (University of British Columbia, University of Victoria and Simon Fraser University) and to the British Columbia Institute of Technology. (APPENDIX C5) In the case of these institutions individual student records were requested for all students enrolled in September 1979 who had indicated their previous institution as being a B.C. Community College. Student addresses were not required. Again, a record format was suggested. (APPENDIX C6)

4. Target Population for Follow-up

The target population for the follow-up segment was defined as those academic students from the September 1978 enrollees who as of September 1979 were no longer enrolled at their original college on an academic program and who had not transferred to an academic program at another provincial community college, one of the province's three universities or the institute of technology.

A computerized search was carried out to match student records from the 1978 data file with those from the 1979 file in order to determine the desired target population. This search process can be described as follows. The two files were first sorted by date of birth and surname. For each student record a search of the 1979 records was made matching on the basis of birthdate, surname or previous surname, first given name, second given name, sex, and social insurance number if available. "Warning flags" were built into the computer program to warn of questionable matches. For example, the first file might have included a record belonging to a "John B. Doe", while the second file recorded a "J. Bill Doe". These two records would be tentatively matched by the computer with a warning flag set. Such a warning would then be manually assessed by the program technician. Out of some 17,000 records (i.e. students) in the 1978 file there were approximately 190 warning flags

created, all of which were manually resolved. In other words ninety-nine per cent of the matching was computer generated.

The end result was:

- a) a match of a September 1978 college record(s) with a September 1979 college record(s)¹, indicating the student was still enrolled at a college (not necessarily his original college) on an academic program;
- b) a match of a September 1978 college record(s) with a September 1979 university or institute of technology record, indicating that the student had transferred to another type of post-secondary institution; or
- c) no match with any 1979 record on file.

This third group formed the target population. It was composed of all academic students who had been enrolled in a community college in September 1978, but were not enrolled a year later in an academic program in the same college, nor in another provincial institution (i.e. college, university, or institute of technology).

Subsequently it was observed that a few of the target population students were enrolled a year later in the same college, but on a career/technical program. Since the request to the colleges asked for only academic students, those students who in 1978 were enrolled on an academic program and by September 1979 had changed to a career/technical program, were therefore identified as part of the target population. This, of course, was an error in the study design and the 1979 file should have included all college students then enrolled regardless of program.

¹ It was possible for a student to have more than one record for September 1978 or 1979 if enrolled at the same time in more than one institution (eg. a college and university). There were 57 multiple enrollments.

5. Sample Selection

The target population described in the proceeding section was found to contain 11,438 students. Because of budget constraints it was not possible to follow-up all of these students. Also it was not necessary to use a sample this large in order to get statistically valid and representative results. Consequently a sub-set of the target population was selected as the "sample population" for the follow-up mail out.

In order to select the sample, the target population was first grouped by college. Within each college grouping, a sorting was done by sex, and further sorted by date of birth. The sample was then drawn from this file. The actual sample size varied from college to college. A review of the literature had indicated that probably the best rate of return of completed questionnaires that could be hoped for would be approximately 40 per cent. Since in many cases the target population for a specific college was fairly small, it was necessary to use a 100 per cent sampling fraction in order to provide sufficient responses for analysis under a 40% rate-of-return assumption. The proportion of sample population to target population ranged from a low of 37 per cent to a high of 100 per cent, with an overall average of 70 per cent as indicated in TABLE 1.

For each college the desired records were selected using the college's sampling fraction following a procedure of systematic sampling from a random starting point. These records, once selected, formed the mail out sample. It should be noted that the sampling procedure really only applies to seven colleges since the remaining colleges had sampling fractions of 100%. The resulting sample population contained 7,997 students.

6. Follow-up Instrument Design and Review

The Planning Workshop and subsequent project development work identified the following five primary objectives to be addressed by the follow-up instrument:

TABLE 1
TARGET POPULATION AND MAIL-OUT SAMPLE SIZES

Attending September, 1978

<u>College</u>	<u>Number Students</u>	<u>Target Population</u>	<u>Sampling Fraction</u>	<u>Mail-out Sample</u>
Camosun	1,298	1,012	85%	859
Capilano	1,621	984	80%	788
Cariboo	1,008	682	97%	662
Douglas	3,940	2,504	37%	922
Malaspina	1,285	858	81%	699
New Caledonia	842	557	100%	555
Okanagan	1,110	860	93%	804
Selkirk	601	462	100%	462
Vancouver	3,643	2,200	42%	928
Fraser Valley	955	593	100%	592
Northwest	410	345	100%	345
East Kootenay	191	149	100%	149
North Island	-	-	-	-
Northern Lights	277	232	100%	232
TOTAL	17,181	11,438	70%	7,997

- 1) to identify the enrolment patterns of the academic student;
- 2) to determine the students's educational goals, objectives and reasons for attending;
- 3) to ascertain the student's reasons for discontinuing their academic studies;
- 4) to determine the student's current activity; and
- 5) to assess the college experience from the viewpoint of the student.

An extensive literature search was conducted to review follow-up instruments used in other studies. Some fifty possible questionnaire items were constructed relevant to the above listed objectives. This preliminary draft of the questionnaire was sent to the various college representatives with the request to be "selective" in their determination of twenty or so questions for the Information Sheet. During the subsequent series of re-drafts and reviews, the Information Sheet went through some eight revisions. As many as possible of the suggestions from the college representatives were incorporated, keeping in mind the necessity of a relatively short instrument. When the instrument neared its final stage, it was pilot tested on two classes of academic program students from Vancouver Community College, and one class of graduate students in Education at the University of British Columbia. In this pilot test the items were checked specifically for readability, ambiguity and appropriateness. The final version of the Information Sheet (Appendix E) required some fifteen minutes to read. It was type set and printed on one sheet of yellow paper, printed on both sides, and then folded into four panels. The folded instrument fit conveniently into a standard business size envelope.

7. Mailing Procedures

From the Sample Population address file mailing labels were computer generated. Three such labels for each former student were printed, one for each of the mailings. These labels were computer sorted by college and then sorted using the first three characters of the Canadian postal code.

a) First Mailing

The first mailing contained an explanatory letter from B.C. Research (APPENDIX D1), a letter of endorsement from the student's former college² (APPENDIX D2), the Information Sheet (APPENDIX E) and a postage prepaid return envelope.

A special attempt was made to make the explanatory letter as personal as possible and with this in mind the signature imprint and a handwritten post-script was printed in blue ink as contrasted to the black printing of the letter text. A postage stamp was manually applied to the mail out envelope rather than using a postage meter mark, again to make the mailing more personal.

Since close to 8,000 individual mailings were involved, the Customer Service Division of the local post office was contacted. As a result, the local sub-post office was alerted. Several samples of the mailout material were checked at the sub-post office to ensure that the weight was within the requirements for a first class mailing of 17 cents per item. As a result of the pre-weighing, a lighter weight of mail-out envelope and business reply envelope were used. Rolls of stamps (simpler to handle than sheets of stamps) were purchased and the envelopes for the first mailing stamped and labelled with the mail address. The mail label had imprinted on it the first given name and surname in addition to the complete address including postal code.

Special mail containers were obtained from the postal sub-station and the envelopes packed according to postal code. The envelopes were delivered to the sub-post office in the early afternoon of Thursday, 20 March 1980. It was planned that the mail-out would be done in such a way that the recipient would receive the letter at the beginning of the following week. For the most part this was successful except that some Lower Mainland recipient's received their letter the next day, i.e. Friday.

²Endorsement letters from one college were received too late for inclusion.

A previous study of research procedures³ had indicated better responses to questionnaires received at the start of the week rather than at the end of the week.

b) Second Mailing

The follow-up post-card (APPENDIX D3) to thank those students who had already responded to the Information Sheet, or to remind those that had not, was mailed on Wednesday, 26 March 1980.

c) Returned "Undeliverable"

Community college students tend to be somewhat mobile and as was expected, a number of letters from the first mail out as well as the post-card second mailing were returned as "undeliverable" due to the former student moving from his college listed address. The alternate street address, where available, was used in the subsequent mailing attempt.

d) Third Mailing

The third and final mailing took place on Thursday, 03 April 1980. For this mailing the names of sample members whose completed Information Sheet had already been received were removed from the list for the third mailing. In the cases where the first or second mailing had already been returned as undeliverable, the alternate address when available was used. If no alternate was available these names were also removed from the mailing list. The third mailing involved 6389 students with each being sent a further letter of explanation (APPENDIX D4) along with another copy of the Information Sheet and postage prepaid return envelope.

³Rayford T. Lewis, Graduate Follow-up, TEX-SIS Follow-up SC6, Tarrant County Junior College District, Fort Worth, Texas, August 1976.

8. Analysis of Follow-up Results

As the completed Information Sheets were returned to B.C. Research, the responses were keypunched along with the code number of the student as listed on the last panel of each Information Sheet. Similarly, student code numbers were keypunched from the mailing labels of all mail returned as "undeliverable". This enabled an accurate record to be maintained of those sample members who had responded and who could not be reached.

Statistical comparisons were conducted between the population of students actually responding to the Information Sheet and the target population, in order to check the representativeness of the responding population. These comparisons were done on the basis of the age distribution and the sex breakdown. Chi-square tests of significance were carried out and a .01 level of significance was assumed before any statistical differences were quoted. Results from these analyses are reported in the next chapter.

Analysis of questionnaire returns involved extensive computer tabulations and cross-tabulations using available statistical software packages. All questionnaire items were tabulated by individual college and for the province as a whole. In addition, all items were cross-tabulated against the responses to item #23 (sex), item #24 (age) and the combination of sex and age. Finally, certain questionnaire items were selected for cross-tabulation against other items in order to check consistency of results and to look for possible correlations. Where appropriate Chi-square tests of significance were also conducted. The results of these analyses are presented in Chapter IV.

9. Enrolment Information Sheet: Review and Testing

As mentioned previously, one objective of the current study was to develop and "pilot test" an Enrolment Information Sheet which could be administered to students as they enroll for the first time at the college. The main purpose of this questionnaire would be to determine the stated objectives of the students as they enter the college. Then, by linking

these to results from the follow-up questionnaire administered to the same students at a subsequent time period, it would be possible to determine the extent to which these stated objectives had changed during the students' time at college.

The actual administration of this "Enrolment Information Sheet" and the subsequent linkage with follow-up returns would not be carried out in the current study. These tasks would, instead, form Phases II and III should the study be continued beyond the current phase.

The "pilot testing" was only concerned with the methodology of administering the questionnaire. Several options are available.

- a) Administer the instrument at the time the student first applies for admission to the college. This would be done either in person or by mail prior to the actual registration process.
- b) Administer the instrument during the actual registration process.
- c) Acquire a master list of names and addresses of enrolling students and, by mail, contact the student within a week of the completion of the registration process.
- d) Have the questionnaire administered to the student in a regular class period during the second week of class.

Option b) and d) were pilot tested during the summer semester at the Langara Campus of Vancouver Community College and at Capilano College respectively. The majority of the province's colleges do not have a summer semester or session of any extent in which the other options could be tested.

At Langara Campus, some 1700 students responded to the questionnaire during the registration process. For the sake of consistency and control,

this procedure would probably be preferred. However, two major problems with this method do exist. For the first-time student, the registration procedure may be, even in the best of circumstances, a rather traumatic and trying experience. The prime concern of the student is completing registration, not one of responding to questionnaires. As it is, most colleges already use a questionnaire to obtain essential statistical information required for governmental agencies. To add one more questionnaire would seem undesirable.

The second problem is that a questionnaire administered in this manner must be kept as short as possible. Even the very brief questionnaire used in this study and shown in Appendix E2 would require 4 to 5 minutes for students to complete. While this would seem to be a fairly small amount of time, it could easily introduce a bottleneck in the registration process and cause undesirable delays for the student. Although a short interruption such as this, in the final analysis, may be acceptable, the requirement to keep the questionnaire as brief as this is extremely restrictive from a research viewpoint. In all likelihood, the questionnaire which would be used in any subsequent phases to this study would be slightly longer than the one piloted here.

Option d), that is, the use of a regular class in which to administer the questionnaire, was tested at Capilano College. While the procedure worked smoothly, a major problem exists here too. Control over the procedure from a research methodology point of view is considerably reduced. Even with explicit instructions, it is probable that instructors would administer the questionnaire in a somewhat varying manner. Further to this is the problem of using class time, even if it is no more than ten minutes for such a procedure. Instructor and student resistance could be experienced which would challenge the credibility of the results.

Option a), that is, having the questionnaire administered in person at the time of first application for admission does have merit. It, for the most part, avoids the disruption of existing procedures. In addition, it would be completed at a time when the respondent is less

pressured and therefore possibly more willing to respond accurately to the questions asked. While this would seem to be a preferred procedure, it could put an extra burden on Student Services personnel at their busiest time.

A variation of the above procedure would be to include the "enrolment questionnaire" in any pre-enrollment or enrollment mail-out. If the completed questionnaire was returned with other documents, it would seem to lessen the burden on college personnel. They would only need to verify that the questionnaire had been completed and if not send out a duplicate package. Failing this, the questionnaire would be returned by mail direct to the research team. The drawback here would be the reduced number of actual returns, a difficulty encountered in all mail-out surveys.

Option c), would probably create the least demands on the college itself. In this case, within a week of completion of the registration process, the college would provide a name and address list to the research team. A mail-out procedure, administered by the research team, would enable the researchers to contact the specific students. However, this procedure also has the inherent disadvantages of any mail-out methodology, these being lower return rates and higher administration costs.

As a result of the "pilot testing" and discussions with personnel at several of the colleges, it would appear that the individual college would need to determine the actual methodology best suited for its own institution; one which would be least disruptive to its normal operations.

From the standpoint of the research team, the best overall procedure would seem to be Option a), administration at the time of application for admission. This would generally appear to be least disruptive to college routine, offer the best atmosphere for student co-operation and provide consistency in administration procedures among students.

III. POPULATION CHARACTERISTICS

This chapter will provide a basic description of the various populations identified during the study. These populations are compared in terms of their age and sex. For the purposes of the age comparisons, the populations are divided into two age categories. The first, identified as "college age", is defined as those students 24 years of age or less. The second, identified as "adult age", includes those students 25 years of age or over.

1. Total Population

The definition of the terms "academic" or "university transfer", as used in this study, are somewhat vague. It was generally intended that the definition used by each college during the preparation of the College Statistical Reports submitted to the B.C. Ministry of Education each October 31 should be the same as used in this study. In order to check that this was the case, the number of student records submitted by each college was compared to the Ministry figures. These can be seen in Table 2. While there are some discrepancies for several colleges, these are usually fairly small. It should also be remembered that the compilation of data for this study was at a different point in time from that of the Ministry data. For the province total the difference was only 406 students. This is less than a 3% difference.

2. Target Population

The "target population" for this study was defined previously as those academic program students who were enrolled at a B.C. community college in September 1978 and who were not enrolled one year later, in September 1979, on an academic program in any provincial college or university or at the B.C. Institute of Technology. Since this target population is a sub-group of the total academic population, a comparison of these two groups is of interest. Table 3 presents such a comparison.

TABLE 2

UNIVERSITY TRANSFER POPULATION AT B.C. COMMUNITY COLLEGES
AS REPORTED TO B.C. MINISTRY OF EDUCATION FOR 31 OCTOBER, 1978,^a
AND TO B.C. RESEARCH FOR SEPTEMBER 1978.^b

	<u>Reported to Ministry</u>	<u>Reported to B.C.R.</u>
Camosun	1298	1298
Capilano	1772	1621
Cariboo	1078	1008
Douglas	4184	3940
Malaspina	1266	1285
New Caledonia	816	842
Okanagan	1299	1110
Selkirk	526	601
Vancouver	3668	3643
Fraser Valley	855	955
Northwest	378	410
East Kootenay	190	191
North Island	1157	-
Northern Lights	257	277
TOTAL	17587 ^c	17181

^aEducational Data Services, B.C. Post-Secondary Statistics, Enrolment Data 1978/79, Ministry of Education, Province of British Columbia, Victoria, Nov. 1979, Table 53, page 85.

^bSubmitted to B.C. Research by each college during January 1980.

^cSince data requested for the study was not received from North Island College, figures submitted to the Ministry of Education for October 1978 were not included in the college total.

TABLE 3

UNIVERSITY TRANSFER PROGRAM STUDENT POPULATION (1978) AT B.C. COLLEGES, AND
TARGET POPULATION NOT ENROLLED IN POST-SECONDARY INSTITUTIONS (1979), BY AGE & SEX

		Total Population by Sex (Academic Transfer Program Students)				Total College Academic Popul. (1978) (Male & Female)	Target Population by Sex (Not Enrolled in Post-Secondary Education)				Total College Target Popul. (Male & Female)
		College Age ^a		Adult Age ^a			College Age ^a		Adult Age ^a		
		%	%	N	%		%	%	N	%	
Camosun	Male	65.0	28.9	485	37.4	1,298	58.8	33.4	355	35.0	1,012
	Female	56.2	38.0	813	62.6		56.7	36.4	657	65.0	
Capilano	Male	68.4	31.7	732	45.2	1,621	57.2	42.7	463	47.1	984
	Female	49.8	50.3	863	53.2		42.4	57.5	501	51.3	
Cariboo	Male	67.5	32.2	372	36.9	1,008	55.9	43.6	238	34.9	682
	Female	44.1	54.5	636	63.1		38.7	59.6	444	65.1	
Douglas	Male	73.2	26.1	1,603	40.7	3,940	66.2	32.6	945	37.7	2,504
	Female	49.6	50.0	2,159	54.8		46.4	52.9	1,420	56.7	
Malaspina	Male	60.8	38.9	469	36.5	1,285	52.0	48.2	315	36.7	858
	Female	41.9	58.0	813	63.3		39.1	60.5	540	62.9	
N. Caledonia	Male	59.0	36.3	274	32.5	842	51.0	44.4	178	32.0	557
	Female	45.3	53.0	524	62.2		41.3	56.7	349	62.7	
Okanagan	Male	79.4	16.4	446	40.2	1,110	77.4	17.1	331	38.5	860
	Female	56.2	38.4	654	58.9		54.2	39.0	520	60.5	
Selkirk	Male	68.4	29.3	246	40.9	601	64.7	33.6	187	40.5	462
	Female	57.6	40.8	343	57.1		52.0	46.0	263	56.9	
Vancouver	Male	80.1	19.8	1,678	46.1	3,643	76.6	23.0	976	44.4	2,200
	Female	68.6	31.0	1,964	53.9		64.9	34.7	1,224	55.6	
Fraser Valley	Male	58.6	41.4	355	37.2	955	54.8	45.1	226	38.1	593
	Female	44.6	55.5	600	62.8		42.5	57.5	367	61.9	
Northwest	Male	45.2	44.0	148	36.1	410	43.5	43.5	122	35.4	345
	Female	31.8	62.5	258	62.9		30.6	62.5	219	63.5	
E. Kootenay	Male	62.3	35.7	53	27.8	191	65.1	32.6	43	28.9	149
	Female	38.2	55.9	136	71.2		39.4	53.9	104	69.8	
North Island	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-		-	-	-	-	
Northern Lts.	Male	54.4	40.5	79	28.5	277	52.0	42.2	71	30.6	232
	Female	41.7	56.6	168	60.7		40.3	57.8	161	69.4	
TOTAL	Male	70.8	27.7	6,940	40.4	17,181	64.0	33.7	4,450	38.9	11,438
	Female	52.4	46.2	9,931	57.8		49.0	49.0	6,769	59.2	

^aPercentages based on total male or total female population where sex is known; percentages may not add to 100 because of students not reporting age.

^bMay differ from college totals due to unknown sex; percentages based on total college academic population.

The total academic population in September 1978 for the thirteen colleges included in the study was reported as 17,181 students. Three of every five students (57.8%) in this group were female and the females were approximately equally split between the two age groups. For the males, 70.8% were in the college age group.

The proportions of male and female students in the target population were essentially the same as the total population. Of the 11,438 students in the target population, 59.2% were female. Again the females were equally split between the two age groups while the college age group was predominant in the males, with 64.0% in this group.

From Table 4 it should be noted that 11,438 students from the original population of 17,181 were identified as being in the target population. In other words, nearly two-thirds of those attending an academic program at a B.C. community college in September 1978 were not enrolled on an academic program one year later. It is this target population that is the focal point of this study.

3. Sample Population

The sample population was selected from the target population using the methodology described in Chapter II. This sample included 7,997 students or 70% of the target population. From Table 5 it can be seen that 3,025 (37.8%) were male and 4,847 (60.6%) were female. The remaining 1.6% did not have the sex category identified. Chi-square tests of the distribution by sex for the sample population compared to the target population were conducted. No significant differences at the provincial level nor at any of the individual colleges were found. Thus, the sample selected could be considered representative of the target population in terms of sex.

When examined by age, 61.5% of the males were college age while only 47.5% of the females were in this group. Again this reflected the situation in the target population.

TABLE 4

PERCENTAGE OF TOTAL (ACADEMIC) TRANSFER PROGRAM POPULATION (1978)
NOT IN ACADEMIC EDUCATION IN B.C. (i.e. TARGET POPULATION), BY AGE AND SEX

		College Age			Adult Age			Total ^a		
		Target Popul.	Academic Popul.	Not in Educat. Sept. '79	Target Popul.	Academic Popul.	Not in Educat. Sept. '79	Target Popul.	Academic Popul.	Not in Educat. Sept. '79
		N	N	%	N	N	%	N	N	%
Camosun	Male	208	316	65.8	118	140	84.3	355	485	73.2
	Female	372	457	81.4	239	309	77.3	657	813	80.8
	Total	580	773	75.0	357	449	79.5	1,012	1,298	78.0
Capilano	Male	265	501	52.9	198	231	85.7	463	732	63.3
	Female	213	429	49.6	288	434	66.4	501	863	58.1
	Total	480	935	51.3	504	686	73.5	984	1,621	60.7
Cariboo	Male	133	251	53.0	104	120	86.7	238	372	64.0
	Female	172	280	61.4	265	347	76.4	444	636	69.8
	Total	305	531	57.4	369	467	79.0	682	1,008	67.6
Douglas	Male	626	1,173	53.4	308	416	74.0	945	1,603	59.0
	Female	659	1,072	61.5	752	1,078	69.8	1,420	2,159	65.8
	Total	1,327	2,312	57.4	1,156	1,604	72.1	2,504	3,940	63.6
Malaspina	Male	163	285	57.2	152	183	83.1	315	469	67.2
	Female	211	340	62.1	327	471	69.4	540	813	66.4
	Total	374	625	59.8	482	657	73.4	858	1,285	66.8
N. Caledonia	Male	91	162	56.2	79	99	79.8	178	274	65.0
	Female	144	237	60.8	198	278	71.2	349	524	66.6
	Total	243	413	58.8	298	406	73.4	557	842	66.1
Okanagan	Male	256	354	72.3	57	73	78.1	331	446	74.2
	Female	282	367	76.8	203	251	80.9	520	654	79.5
	Total	543	727	74.7	264	328	80.5	860	1,110	77.5
Selkirk	Male	121	171	70.8	63	72	87.5	187	246	76.0
	Female	137	198	69.2	121	140	86.4	263	343	76.7
	Total	258	369	69.9	184	212	86.8	462	601	76.9
Vancouver	Male	748	1,344	55.6	224	330	67.9	976	1,678	58.2
	Female	794	1,349	58.8	424	609	69.6	1,224	1,964	62.3
	Total	1,542	2,694	57.2	648	939	69.0	2,200	3,643	60.4
Fraser Valley	Male	124	208	59.6	102	147	69.4	226	355	63.7
	Female	156	267	58.4	211	333	63.4	367	600	61.2
	Total	280	475	58.9	313	480	65.2	593	955	62.1
Northwest	Male	53	67	79.1	53	65	81.5	122	148	82.4
	Female	67	82	81.7	137	161	85.1	219	258	84.9
	Total	120	149	80.5	192	228	84.2	345	410	84.1
E. Kootenay	Male	28	33	84.8	14	19	73.7	43	53	81.1
	Female	41	52	78.9	56	76	73.7	104	136	76.5
	Total	69	85	81.2	70	95	73.7	149	191	78.0
North Island	Male	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Northern Lts.	Male	37	43	86.0	30	32	93.8	71	79	89.9
	Female	65	70	92.8	93	95	97.9	161	168	95.8
	Total	102	113	90.3	123	127	96.9	232	277	83.8
TOTAL	Male	2,853	4,908	58.1	1,502	1,927	77.9	4,450	6,940	64.1
	Female	3,313	5,200	63.7	3,314	4,582	72.3	6,769	9,931	68.2
	Total ^b	6,223	10,201	61.0	4,960	6,678	74.3	11,438	17,181	66.6

^aMay not equal two age categories due to unknown and invalid age classification.

^bMay not equal male and female total due to unknown and invalid sex classification.

TABLE 5
SAMPLE POPULATION BY AGE AND SEX

		College Age ^a		Adult Age ^a		Total by Sex ^b		Total Sample (Male & Female)
		N	%	N	%	N	%	
Camosun	Male	180	59.4	99	32.7	303	35.3	859
	Female	317	57.0	202	36.3	556	64.7	
Capilano	Male	220	59.1	152	40.9	372	47.2	788
	Female	176	43.9	225	56.1	401	50.9	
Cariboo	Male	128	55.7	101	43.9	230	34.7	662
	Female	168	38.9	257	59.5	432	65.3	
Douglas	Male	208	61.4	126	37.2	339	36.8	922
	Female	253	47.8	271	51.2	529	57.4	
Malaspina	Male	131	51.0	126	49.0	257	36.8	699
	Female	170	38.5	270	61.2	441	63.1	
New Caledonia	Male	91	51.1	79	44.4	178	32.1	555
	Female	144	41.4	197	56.6	348	62.7	
Okanagan	Male	239	78.1	51	16.7	306	38.1	804
	Female	264	53.9	193	39.4	490	60.9	
Selkirk	Male	121	64.7	63	33.7	187	40.5	462
	Female	137	52.1	121	46.0	263	56.9	
Vancouver	Male	300	76.5	88	22.4	392	42.2	928
	Female	346	64.6	186	34.7	536	57.8	
Fraser Valley	Male	124	55.1	101	44.9	225	38.0	592
	Female	156	42.5	211	57.5	367	62.0	
Northwest	Male	53	43.4	53	43.4	122	35.4	345
	Female	67	30.6	137	62.6	219	63.5	
East Kootenay	Male	28	65.1	14	32.6	43	28.9	149
	Female	41	39.4	56	53.8	104	69.8	
North Island	Male	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	
Northern Lights	Male	37	52.1	30	42.3	71	30.6	232
	Female	65	40.4	93	57.8	161	69.4	
TOTAL	Male	1,860	61.5	1,083	35.8	3,025	37.8	7,997
	Female	2,304	47.5	2,419	49.9	4,847	60.6	

^aPercentages based on total male or total female where sex is known; percentages may not sum to 100 because of age not being reported.

^bMay differ from college total due to sex not reported; percentages based on total sample population.

The Chi-square tests showed no significant differences at either the provincial or individual college level in terms of the age distributions.

4. Rates of Return

By the cut-off date, 3,923 replies had been received from the mailed out information sheets. As indicated in Table 6, (line B¹) 2,928 or 74.6% of the replies were received as a result of the first mailing. As the second mailing was only a post-card reminder notice, no replies could be directly attributed to this mailing. However, since many of these replies arrived well after the second mailing had gone out, it is felt that the post cards helped generate some of these replies.

From the third mailing 1,059 replies were received. Since these represented 26% of all replies, the value of the third mailing was clearly demonstrated. It will be noted from line E of Table 6 that 64 multiple replies were received, i.e. these students filled out an information sheet from both the first and third mailings. These multiple replies were removed from the totals before results were analyzed.

The actual return rate of usable replies was 49% (line J Table 6). However, not all of the outgoing mail reached the students. Some 935 mailings were returned by the post-office as undeliverable (line I). This undeliverable rate was 12% (line L). If the return rate of usable replies is expressed on the basis of those mailouts assumed to have reached the students, the return rate is then 56% (line K).

On a college-by-college basis this last rate of return varied from a low of 40% to a high of 65%. The majority of colleges had return rates in the high 50's. It is interesting to note that the lowest return rate occurred at the one college where administrative difficulties prevented the second mailing and collapsed the interval between the first and third mailings to only one week. This result further verified the value of the triple mailing approach.

TABLE 6
SUMMARY OF INFORMATION SHEET RETURNS

COLLEGE NAME:		Camosun	Capilano	Cariboo	Douglas	Malaspina	New Caledonia	Okanagan	Selkirk	Vancouver	Fraser Valley	Northwest	East Kootenay	North Island	Northern Lights	TOTAL	
A	Number of Mailout	859	788	662	922	699	555	804	462	928	592	345	149	-	232	7,997	A
B	FIRST MAILING																
B ¹	Replies Received	304	303	244	364	176	222	363	168	305	230	122	61	-	66	2,928	B ¹
B ²	Post Office Returns	138	66	41	81	72	52	65	44	124	56	21	20	-	20	800	B ²
B ³	Undeliverable	117	66	40	77	72	43	49	43	107	56	21	19	-	17	727	B ³
B ⁴	Remailed	13	0	1	3	0	7	15	1	14	0	0	1	-	1	56	B ⁴
C	SECOND MAILING																
C ¹	Replies Received																C ¹
C ²	Post Office Returns	145	65	43	87	0	45	58	34	108	63	21	20	-	21	710	C ²
C ³	Undeliverable	124	65	42	83	0	38	40	32	92	63	21	20	-	19	639	C ³
D	THIRD MAILING																
D ¹	Replies Received	108	102	107	109	74	69	124	72	134	66	38	20	-	36	1,059	D ¹
D ²	Post Office Returns	81	27	22	36	80	20	22	16	63	28	12	7	-	19	433	D ²
D ³	Undeliverable	64	27	22	35	80	16	13	15	53	28	11	7	-	17	388	D ³
E	Multiple Replies Received	8	8	4	5	3	7	11	7	5	4	0	0	-	2	64	E
F	Useable Replies (B ¹ + D ¹ - E)	404	397	347	468	247	284	476	233	434	292	160	81	-	100	3,923	F
G	Delivered But Not Returned	299	309	259	348	366	220	269	177	364	221	156	44	-	107	3,139	G
H	Mailout Received (F + G)	703	706	606	816	613	504	745	410	798	513	316	125	-	207	7,062	H
I	Returned Undelivered (A - H)	156	82	56	106	86	51	59	52	130	79	29	24	-	25	935	I
J	% of Mailout Replied (F + A)	47%	50%	52%	51%	35%	51%	59%	50%	47%	49%	46%	54%	-	43%	49%	J
K	% of Received Mailout (F + H)	57%	56%	57%	57%	40%	56%	64%	57%	54%	57%	51%	65%	-	48%	56%	K
L	% Undelivered & Returned (I + A)	18%	10%	08%	11%	12%	09%	07%	11%	14%	13%	08%	16%	-	11%	12%	L

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After the cut-off date, a further 52 post-office returns were received giving a final undeliverable rate of 12.3%. In addition 100 replies were also received. While these replies were obtained too late to be included in the analysis, they did reflect co-operation received from the students. Thus the final rate of return was 50.3% based on total mailouts and 57.4% based on those mailouts assumed to have reached the students.

5. Respondent Characteristics

The characteristics of the respondent population are outlined in Table 7. Comparison of these characteristics with the target population showed few differences. The Chi-square test results shown in Table 8 indicate significant differences between these populations at the provincial level in terms of both age and sex. There is a slight statistical bias in the respondent population in terms of females and adult age students having replied more frequently than males and college age students respectively. Although these differences, were statistically significant, the actual numerical differences are relatively small. For the individual colleges there were no significant differences in the age distributions, however there were a few according to sex. Selkirk and Malaspina, and to a lesser extent Douglas had significant differences by sex. Females had responded more frequently than males.

6. Problems Encountered with the Respondent Population

Despite the carefully designed procedures for gathering data regarding student flow throughout the post-secondary educational system, it became apparent, at several stages of the study, that certain problems were inevitable. Some of these difficulties are described in this section of the report.

- a) The files of student names submitted by the college, universities and the technical institute and utilized in the study to locate the target population were not always completely accurate. Some students were placed on the "academic" program

TABLE 7

RESPONDENT POPULATION BY AGE AND SEX

		College Age ^a			Adult Age ^a				Total by Sex ^a	Total Replies	College Age ^b (%)			Adult Age ^b (%)				Total by Sex ^b (%)
		<18	18-24	Sub- Total	25-34	35-44	>44	Sub- Total			<18	18-24	Sub- Total	25-34	35-44	>44	Sub- Total	
Camosun	Male	3	70	73	27	9	9	45	123	404	2.4	56.9	59.3	22.0	7.3	7.3	36.6	30.4
	Female	9	148	157	60	26	17	103	281		3.2	52.7	55.9	21.4	9.5	6.0	36.7	69.6
Capilano	Male	15	90	105	16	5	47	68	173	397	8.7	52.0	60.7	9.2	2.9	27.2	39.3	43.6
	Female	11	79	90	27	50	50	127	217		5.1	36.4	41.5	12.4	23.0	23.0	58.5	54.7
Cariboo	Male	6	52	58	22	11	14	47	105	347	5.7	49.5	55.2	21.0	10.5	13.3	44.8	30.3
	Female	12	73	85	61	58	34	153	242		5.0	30.2	35.1	25.2	24.0	14.1	63.2	69.7
Douglas	Male	7	85	92	29	5	20	54	148	468	4.7	57.4	62.2	19.6	3.4	13.5	36.5	31.6
	Female	11	118	129	77	53	29	159	291		3.8	40.5	44.3	26.5	18.2	10.0	54.6	62.2
Malaspina	Male	5	32	37	15	5	14	34	71	247	7.0	45.1	52.1	21.1	7.0	19.7	47.9	28.7
	Female	6	56	62	41	34	38	113	175		3.4	32.0	35.4	23.4	19.4	21.7	64.6	70.9
New Caledonia	Male	6	39	45	23	8	3	34	83	284	7.2	47.0	54.2	27.7	9.6	3.6	41.0	29.2
	Female	5	65	70	54	42	16	112	185		2.7	35.1	37.8	29.2	22.7	8.6	60.5	65.1
Okanagan	Male	23	113	136	12	10	3	25	170	476	13.5	66.5	80.0	7.1	5.9	1.8	14.7	35.7
	Female	28	136	164	61	33	25	119	303		9.2	44.9	54.1	20.1	10.9	8.3	39.3	63.7
Selkirk	Male	9	41	50	14	3	1	18	70	233	12.9	58.6	71.4	20.0	4.3	1.4	25.7	30.0
	Female	15	67	82	35	20	18	73	155		9.7	43.2	52.9	22.6	12.9	11.6	47.1	66.5
Vancouver	Male	8	129	137	24	8	1	33	171	434	4.7	75.4	80.1	14.0	4.7	0.6	19.2	39.4
	Female	19	152	171	49	28	14	91	263		7.2	57.8	65.0	18.6	10.6	5.3	34.6	60.6
Fraser Valley	Male	5	55	60	20	9	11	40	100	292	5.0	55.0	60.0	20.0	9.0	11.0	40.0	34.2
	Female	13	71	84	51	28	29	108	192		6.8	37.0	43.8	26.6	14.6	15.1	56.3	65.8
Northwest	Male	5	20	25	15	2	6	23	53	160	9.4	37.7	47.2	28.3	3.8	11.3	43.4	33.1
	Female	2	25	27	41	21	11	73	106		1.9	23.6	25.5	38.7	19.8	10.4	68.9	66.3
East Kootenay	Male	4	8	12	6	1	0	7	19	81	21.1	42.1	63.2	31.6	5.3	0.0	36.9	23.5
	Female	1	20	21	26	7	4	37	61		1.6	32.8	34.4	42.6	11.5	6.6	60.7	75.3
North Island	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Northern Lights	Male	1	17	18	3	2	0	5	24	100	4.2	70.8	75.0	12.5	8.3	0.0	20.8	24.0
	Female	7	20	27	24	13	10	47	76		9.2	26.3	35.5	31.6	17.1	13.2	61.8	76.0
TOTAL	Male	97	751	848	226	78	129	433	1,310	3,923	7.4	57.3	64.7	17.3	6.0	9.8	33.1	33.4
	Female	139	1,030	1,169	607	413	295	1,315	2,547		5.5	40.4	45.9	23.8	16.2	11.6	51.6	64.9

^aMay differ from college total due to sex not reported.^bPercentages based on total male or total female where sex is known; percentages may not sum to 100 because of age not being reported.

TABLE 8
CHI-SQUARE TEST RESULTS
RESPONDENT POPULATION COMPARED TO TARGET POPULATION

	Significance Level of χ^2 Test Results	
	<u>By Sex</u>	<u>By Age</u>
Camosun	0.05	0.67
Capilano	0.32	0.17
Cariboo	0.07	0.39
Douglas	0.02	0.19
Malaspina	0.01	0.40
New Caledonia	0.61	0.25
Okanagan	0.19	0.20
Selkirk	0.005	0.78
Vancouver	0.04	0.03
Fraser Valley	0.17	0.44
Northwest	0.52	0.57
East Kootenay	0.28	0.64
North Island	-	-
Northern Lights	0.15	0.82
TOTAL PROVINCE	0.00	0.00

by the colleges who did not strictly meet the definition of that category. Thus, students enrolling in one course within the academic area in a college, as part of a program of study in another institution (eg. a nursing school) were included. Similarly some students who were taking a course in preparation for a field trip for general interest were also included. While it may be debated whether or not these students should have been included, the main difficulty lay in the minds of the students themselves. Often these students did not perceive themselves as having been enrolled at the college at all.

- b) A number of difficulties were also encountered in the "matching" of enrolment files between institutions in order to remove transfer students from the target population. Some students used different given names, changed their names or had their previous institution identified incorrectly. As a result, the gross numbers of students reported as "transfers" by the universities did not match perfectly with the numbers identified through this study. While the discrepancies were relatively small, the effects must be recognized.

A manual validity check was carried out using Vancouver Community College data together with data from the University of British Columbia. This check is described in detail in Appendix F, demonstrating some of the causes of difficulty and the extent of the errors introduced.

- c) A further check on the definition of the target population was provided through the analysis of the questionnaire responses. Question 8 asked the students why they did not transfer to a university. The first response option to this question allowed the students to indicate that they had, in fact, transferred and were currently enrolled at a university. As it had been decided that the target population was to include only "non-transfer" students, these 555 students were removed from

the respondent population prior to further analysis. Table 9 provides a breakdown by college of these students. The resulting population consisted of 3,368 students, which on a weighted province basis becomes 3,367 due to round-off errors.

There are several possible reasons for the anomaly noted above. Some students were enrolled in universities outside the province and were therefore not identified as "transfers" by the file matching process. Others might have enrolled at university after the time frame used in the study, particularly for students at Simon Fraser University. Still others may not have been identified as "college transfers" on the university files.

Similar anomalies were identified in questions 9, 12, 13 and 14 of the Information Sheet, all of which refer in different ways to the current educational activities of respondents. It is evident that several students within this "non-transfer population" are in fact continuing their education, either on a full or part-time basis. While only a limited percentage were at universities, others are in career/technical, vocational, non-credit continuing education and other programs of either a formal or informal nature.

- d) It was evident, both from responses to questionnaire items and from the comments recorded by the students, that a number of respondents took exception to the Information Sheet title of "Former College Student Follow-up". These students generally noted that they were, in fact, still enrolled at the college. This situation was caused, in part at least, by the fact that colleges reported students as still "currently enrolled" only if they continued in academic programs. Obviously several students had changed to either career/technical, vocational or continuing education programs in the same college.

There are several implications of the difficulties and errors reported above:

TABLE 9
REMOVAL OF UNIVERSITY TRANSFER STUDENTS
FROM THE RESPONDENT POPULATION

<u>College</u>	<u>Students Identified as Non-Transfer by File Match Process</u>	<u>Respondents to Question 8 "currently attending university"*</u>	<u>Resulting Non-Transfer Respondents</u>
Camosun	404	61	343
Capilano	397	68	329
Cariboo	347	27	320
Douglas	468	53	415
Malaspina	247	29	218
New Caledonia	284	32	252
Okanagan	476	77	399
Selkirk	233	47	186
Vancouver	434	78	356
Fraser Valley	292	45	247
Northwest	160	10	150
East Kootenay	81	11	70
Northern Lights	100	17	83
TOTAL	3923	555	3368
WEIGHTED TOTAL	3923	556	3367

* These students were actual "transfer to university" students not identified in the original cross-match of institutional enrolment files. These were removed from the respondent population in order to obtain a clean "non-transfer" respondent group.

- a) University transfer rates, as represented in institutional enrolment files and reported in this study, are obviously conservative. While it is virtually impossible to state with perfect confidence what the exact rate of transfer to university is, it is apparent that the figure is higher than generally indicated.
- b) The category of non-transfer, when applied to students unaccounted for in the matching of enrolment files among institutions, must be tempered with the knowledge that many of these students are still in the educational system in one form or another. While it is true that approximately two thirds of these students were not engaged in any type of tertiary education, either formal informal, at the time of the study, the remainder were still pursuing an educational interest, albeit a different one from that which originally brought them to the community college.
- c) The results of the follow-up procedure used in the study dramatizes the difficulty in making definitive statements about such phenomena as "transfer rates", "drop outs" and "normal" patterns of behaviour in an educational sense of the term. Before figures can be applied with any real confidence to the foregoing terms, it is evident that more sophisticated procedures are needed for identifying and classifying students within the educational system.

The present policies and practices by educational institutions with regard to applications, admissions, part-time attendance, withdrawal and re-enrolment, and transfer among both program and institutions generates a plethora of patterns of student behaviour, making obsolete any definition of traditional mobility.

This particular study, recognizing the inevitable problems created by errors of data, dramatizes the complications encountered in attempting to establish a monitoring process for charting student mobility within the system.

IV. OBSERVATIONS

Observations from the responses to the Information Sheets are outlined in this chapter. The questionnaire items are grouped into six categories for the purpose of this discussion:

- enrolment patterns;
- reasons for attending college;
- discontinuance;
- current activity/employment;
- assessment of college experience;
- student comments on questionnaires.

Only provincial level results are reviewed here. The sampling procedures used in the study were designed to provide statistically representative results for each individual college. While college level results have been tabulated, they are reported back to the colleges in tabular form only. To arrive at a provincial picture the individual student responses had to be weighted according to their college's proportional enrolment contribution to the total provincial enrolment.

Table 10 summarizes the weights used.

Responses have been tabulated by sex and age. The age categories are the same as identified in the previous chapter. "College age" students are those 24 years of age or less and "Adult age" students are those 25 years of age or over.

In addition, a series of cross tabulations are provided for various questions to illustrate relationships between certain responses. Statistical tests were conducted through computer analysis and where Chi-square results are quoted or a "significant difference" noted, a .01 level of significance was assumed.

Colleges were also grouped according to "commuting colleges" and "non-commuting colleges." The "commuting colleges" were defined as those colleges located in geographical areas where a student might be rea-

sonably expected to be able to commute on a daily basis to a university. Colleges so identified were Camosun, Vancouver, Capilano, Douglas and Fraser Valley. Admittedly, the inclusion of the latter institution in this category might be considered somewhat marginal. The remaining colleges were classified as "non-commuting colleges."

Generally, there was little difference between these two groups of colleges in responses to the various questions on the survey instrument. Consequently these tabulations have not been shown in any of the tables. However, where differences did occur they have been noted in the text.

TABLE 10
WEIGHTS ASSIGNED TO RESPONSES TO PROVIDE
A PROVINCIAL PICTURE

<u>College</u>	<u>Target Population</u>	<u>Actual Responses</u>	<u>Weights</u>	<u>Weighted Responses</u>
Camosun	1012	343	.8592	295
Capilano	984	329	.8501	280
Cariboo	682	320	.6741	216
Douglas	2504	415	1.8350	762
Malaspina	858	218	1.1930	260
New Caledonia	557	252	.6726	169
Okanagan	860	399	.6197	247
Selkirk	462	186	.6801	126
Vancouver	2200	356	1.7386	619
Fraser Valley	593	247	.6965	172
Northwest	345	150	.7396	111
East Kootenay	149	70	.6309	44
North Island	0	0	-	-
Northern Lights	232	83	.7956	66
TOTAL	<u>11,438</u>	<u>3,368</u>	<u>1.0000</u>	<u>3,367</u>

1. Enrolment Patterns

Enrolment patterns of the non-transfer, academic students were assessed through questions 1, 2 and 3 on the Information Sheet, (see Appendix E1) and are reported in this section.

a) Full-time/Part-time Status (Question 1)

Over the past decade there has been a continual growth in the proportion of part-time students in the colleges. Data from the Ministry of Education¹ show this rising from 39.4% in September 1968 to 63.6% in September 1978. The non-transfer students surveyed indicated an enrolment status fairly consistent with this latter figure, with 62.1% being part-time (see Table 11). Part-time study was defined as less than 12 credit hours per semester during the students' last two semesters at college.

Table 11 also shows the responses to question 1 broken down by age and sex. It will be noted that the total number of students listed by sex is 3,226 and by age is 3,236, while the total number of responses was 3,265. The figures reported in the age and sex groupings of Table 11 do not include those students for whom age and sex data were not available. This same condition applies to all subsequent tables in this chapter as well.

Females demonstrated a greater tendency than males to be enrolled part-time. Two thirds (68.2%) of females were part-time compared to less than half of the males (48.9%). By age grouping, only one third (38.3%) of college age students were part-time while over four-fifths (83.2%) of the adult age students were in that category.

¹ Educational Data Services, B.C. Post-Secondary Statistics, Enrolment Data 1978/79. Victoria, British Columbia Ministry of Education. November 1979, Table 4 page 16 and Table 6 page 20.

TABLE 11
PART-TIME/FULL-TIME ENROLLMENT,
BY SEX AND AGE
(Question 1 - column percentages^a)

	Sex		Age		Total
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Full-time	51.1	31.8	61.7	16.8	37.9
Part-time	48.9	68.2	38.3	83.2	62.1
TOTAL (N)	1023	2203	1529	1707	3265 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns due to unknown or invalid classifications.

The differences by sex and age were both statistically significant. The Asymmetric Lambda statistic for the age groupings was fairly high ($\text{Lambda} = 0.348$). Thus, knowing the age grouping of the student provides a fairly good predictor of the student's enrolment status. Predicting an adult age student as enrolled on a part-time basis has a high probability of being correct.

b) Major Subject Area of Study (Question 2)

The distribution of non-transfer, academic students among the various subject areas (Table 12) did not reveal anything unexpected, based on observations from previous studies. The largest proportion of students occurred in the Social Science and Humanities category with 37.4%, followed next by the Science category at 18.2%.

Differences by sex and age are also outlined in Table 12. As might be expected, males (29.9%) were more inclined to be enrolled in Science than were females (12.8%). Females were more often in Social Science (40.5%) than were males (30.7%). College age students (26.6%) were more likely to enrol in Science than were adult age students (10.6%). The adult students were more likely to enrol in Social Sciences (42.8%) and Languages (15.3%) compared to college age students (31.6% and 6.6% respectively).

Cross tabulations of major subject area and responses from the question concerning the student's original reason for attending college are shown in Table 13. Significant differences in responses were noted. Students enrolled in the Science area and Physical Education were most likely to indicate their reason for attending college as being completion of one or two years of college in preparation for transfer to university.

Students in the Fine Arts, Language and Social Science areas were inclined to report "personal enrichment" as their reason for attending college. Students in business-related subject areas

TABLE 12

MAJOR SUBJECT AREA, BY SEX AND AGE
(Question 2 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Science	29.9	12.8	26.6	10.6	18.2
Social Sci.	30.7	40.5	31.6	42.8	37.4
Arts	5.3	9.9	5.4	11.2	8.4
Language	7.3	12.9	6.6	15.3	11.1
Phys. Ed.	3.4	2.1	3.6	1.5	2.5
Business	12.6	10.2	10.6	11.4	11.1
General	10.8	11.5	15.7	7.2	11.3
TOTAL (N)	985	2122	1496	1620	3143 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

TABLE 13
CROSS TABULATION OF RESPONSES - MAJOR SUBJECT AREA (QUESTION 2) VS.
PRIMARY REASON FOR ATTENDING COLLEGE (QUESTION 4)
(row percentages)

Quest. 4 \ Quest. 2		One Year Prep.	Two Years Prep.	One Year College	Two Years College	Second. School	Skills	Personal	Career	Job Avail.	Vocational Interest	Undecided	Total (N)
		1	2	3	4	5	6	7	8	9	10	11	
Science	1	30.6	20.1	1.8	1.0	4.1	9.3	8.4	13.3	0.6	1.5	9.4	561
Social Sc.	2	10.9	27.3	0.6	1.5	0.8	8.0	27.8	11.3	0.3	2.8	8.6	1137
Fine Arts	3	2.9	8.8	1.7	2.1	0.3	14.5	49.2	13.8	1.2	1.1	4.2	247
Language	4	10.0	13.4	0.0	0.6	2.1	10.1	47.2	5.9	0.3	0.5	9.9	338
Phys. Ed.	5	5.7	52.5	0.0	0.0	0.0	7.1	18.9	9.3	1.1	4.5	0.9	77
Business	6	7.6	15.9	1.1	1.6	0.5	24.9	13.1	25.9	0.2	4.5	4.7	343
General	7	16.1	14.8	0.9	0.4	2.4	13.1	15.9	13.3	2.3	5.7	15.2	346
													3049

were most likely to enrol for the purpose of upgrading or learning new skills or to undertake a career program.

Table 14 provides a cross-tabulation of the accomplishment of student reasons for attending college by major subject area. There were marked differences in the proportions of students indicating they had accomplished their objectives. Students in Fine Arts (50.4%) and Recreation and Physical Education (47.6%) were far more likely to indicate their objectives had been accomplished than were students in other subject areas.

An opportunity to observe the relationship between the major subject area of study while at college and the type of occupation reported by the former student is provided in Table 15.

Students from the Science area, more so than from other subject areas, entered either the "mining", "skilled", or "technical" related occupations. A larger percentage of Fine Arts students (25.3%) entered the "professional" occupations than students from other subject areas. While certain relationships between subject area of study at college and type of occupation in which subsequently involved were noted (such as 37.1% of Business major students employed in "clerical" related occupations) it must also be emphasized that generally students from all subject areas entered all occupational categories.

c) Change of Program (Question 3)

If an absence of program changes from academic to career, technical or vocational, or vice versa, is any indication of student satisfaction and/or adequate counselling prior to entry then the survey results are encouraging (see Table 16). No change in program was reported by 86.8% of the non-transfer, academic students. Where a change was reported it was most likely due to a change in career goals (5.4%).

TABLE 14

CROSS TABULATION OF RESPONSES - MAJOR SUBJECT AREA (QUESTION 2) VS.
ACCOMPLISHMENT OF REASON FOR ATTENDING COLLEGE (QUESTION 5)

(row percentages)

Quest. 5		Yes	Elsewhere	Hope To	Have Now	Changed	No Plans	Total
Quest. 2		1	2	3	4	5	6	(N)
Science	1	39.1	8.8	25.3	1.2	23.1	2.5	556
Social Sci.	2	35.2	6.0	41.3	2.1	13.5	1.8	1131
Fine Arts	3	50.4	6.3	28.5	2.5	11.0	1.3	252
Language	4	36.7	4.0	43.7	1.7	12.2	1.7	346
Phys. Ed.	5	47.6	6.3	20.5	3.1	20.0	2.6	77
Business	6	33.2	8.6	38.1	2.3	16.0	1.7	339
General	7	34.4	4.9	37.9	1.4	19.5	1.8	341
								3042

TABLE 15
CROSS TABULATION OF RESPONSES - MAJOR SUBJECT AREA (QUESTION 2) VS.
TYPE OF OCCUPATION IN WHICH EMPLOYED (QUESTION 16)

(row percentages)

Quest. 16		Clerical	Own Farm	Managerial	Mining	Professional	Sales	Semi-skilled	Service	Skilled	Technical	Transport	Unskilled	Other.	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	(N)
Quest. 2															
Science	1	13.8	0.5	1.9	6.9	10.2	8.8	8.8	5.0	8.6	7.2	3.3	9.9	15.1	517
Soc. Sc.	2	23.3	0.2	6.2	1.8	19.8	6.8	3.4	5.8	3.5	1.8	3.5	4.6	19.3	1055
Fine Arts	3	15.8	2.5	8.7	0.7	25.3	7.5	0.7	2.5	2.0	2.3	4.2	6.5	21.4	204
Language	4	22.8	0.9	6.6	2.8	19.0	7.0	3.0	5.3	2.6	4.4	4.2	4.1	17.3	294
Phys. Ed.	5	8.3	0.0	0.9	1.9	17.9	7.4	13.2	3.8	4.9	1.1	6.9	10.7	23.0	71
Business	6	37.1	0.0	13.0	2.0	9.2	9.2	1.2	6.0	2.9	3.2	1.6	1.9	12.7	311
General	7	26.2	0.7	5.0	2.8	10.2	7.7	5.0	2.9	8.9	1.8	1.5	7.3	19.9	315
															2767

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TABLE 16
CHANGE OF PROGRAM, BY SEX AND AGE
(Question 3 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
No	86.8	86.9	83.9	89.5	86.8
Yes, goal	5.0	5.7	7.3	3.9	5.4
Yes, advice	0.3	0.1	0.1	0.3	0.2
Yes, opportunity	2.4	1.6	2.6	1.4	1.9
Yes, progress	1.1	0.9	1.3	0.7	1.0
Yes, curriculum	1.0	0.4	0.8	0.4	0.6
Yes, other	3.4	4.2	4.1	3.8	3.9
TOTAL (N)	1019	2212	1534	1706	3267 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

There were no significant differences in the responses according to sex. Program changes were reported slightly more frequently for college age students than for adult age students, but the differences were small. One might expect the younger students to have less well defined career and life goals and therefore report a greater number of program changes.

d) Summary

Like the total academic student population, the non-transfer students are most often enrolled on a part-time basis. Their subject area selection favours the Social Science and Humanities area and, regardless of subject area, they have generally not had a history of program changes between the academic area and career, technical or vocational areas.

2. Reason for Attending College

The Information Sheets contained five items related to the students' stated reasons for attending college. These were questions 4, 5, 6, 10, and 11. (see Appendix E1)

a) Original Reason for Attending College (Question 4)

It has often been assumed in the past by some educators that all the students enrolled in the college academic transfer programs are there hoping to transfer to a university. Since the actual transfer rate on a provincial basis is rather low (approximately 13%)² it is sometimes suggested that this transfer rate represents a failure on the part of the colleges. Thus, one important aspect of the current study was to determine the original reasons why these non-transfer students attended college.

²See supplementary report to this study: Dennison, John D., Forrester, Glen C., and Jones, Gordon. Transfer Rates: A Study of Student Flows from the Academic Programs in B.C. Community Colleges. Vancouver, British Columbia, B.C. Research, June 1980.

Only slightly over one-third of the non-transfer students (34.3%) reported transfer to university as their original reason for college attendance (see Table 17). Of the students indicating the transfer objective, the majority stated their objective was to complete two years of college in preparation for transfer to university. This figure is considerably at odds with the relatively low college enrolments in second year level courses compared to first years courses³.

The largest single other reason for attending college was "personal enrichment" with 25.0% of the non-transfer students indicating this category. To "upgrade or learn new skills" was reported by 11.5% and to "undertake a career program" was chosen by an additional 13.6%.

As outlined in Table 17, there were significant differences in the reason for attending college when examined by sex and age. Nearly one half (45.3%) of the male students were at college to prepare for transfer to university, while under one-third (30.1%) of the females reported so. Females were more likely to indicate personal enrichment (28.4%) than were males (17.6%). In addition, females (15.9%), more so than males (8.4%) said they were going to undertake a career program.

College age students were more likely to report preparation for transfer as a reason for attendance (48.4%), compared to adult age students (21.6%). Personal enrichment was selected by the adult age students more often (39.9%) than by college age students (8.5%).

Cross tabulations of original reason for attendance with attainment of objectives are shown in Table 18. Students with the original reasons for "learning new skills," "completing secondary school requirements" and "personal enrichment" were more likely to obtain

³B.C. Post Secondary Statistics, Enrolment Data 1978/79, Table 32, page 53.

TABLE 17

ORIGINAL REASON FOR ATTENDING COLLEGE, BY SEX AND AGE

(Question 4 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
One Year Prep	21.7	10.8	21.6	6.5	13.7
Two Year Prep	23.6	19.3	26.8	15.1	20.6
One Year College	0.8	0.9	1.3	0.5	0.9
Two Year College	1.3	1.3	0.7	1.8	1.3
Secondary	2.4	1.3	1.8	1.4	1.6
New Skills	10.1	12.0	6.1	16.2	11.5
Enrichment	17.6	28.4	8.5	39.9	25.0
Career	8.4	15.9	14.1	13.0	13.6
Wait for Job	0.7	0.7	1.2	0.2	0.7
Voc. Interest	3.5	2.4	3.9	1.7	2.7
Undecided	9.9	7.9	13.9	3.7	8.5
TOTAL (N)	1009	2148	1519	1648	3193 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

TABLE 18

CROSS TABULATION OF RESPONSES - REASON FOR ATTENDING COLLEGE (QUESTION 4) VS.
ACCOMPLISHMENT OF REASON FOR ATTENDING COLLEGE (QUESTION 5)

(row percentages)

Quest. 5 Quest. 4		Yes 1	Elsewhere 2	Hope To 3	Have Now 4	Changed 5	No Plans 6	Total (N)
One year prep.	1	32.4	7.3	29.8	1.5	27.2	1.9	427
Two year prep.	2	23.2	5.4	45.1	1.1	23.4	1.8	635
One year coll.	3	60.1	8.6	4.3	2.2	11.1	13.7	28
Two year coll.	4	32.9	3.9	44.8	4.4	11.8	2.2	40
Second. school	5	56.8	2.8	26.0	1.7	12.8	0.0	51
New skills	6	54.2	5.5	29.8	1.3	7.7	1.5	354
Personal	7	50.9	4.9	36.2	1.3	4.7	2.0	770
Career	8	38.8	9.6	34.2	1.7	13.7	2.1	408
Job available	9	24.1	2.9	56.3	3.1	5.5	8.0	22
Vocational	10	24.0	9.7	34.9	4.9	25.7	0.8	84
Future	11	19.3	6.6	40.9	5.8	25.3	2.0	263
								3082

these objectives than those having other reasons. Students indicating preparation for transfer and students undecided about their vocational or academic future tended to change their objectives more frequently than other students.

The substantial number of respondents, regardless of the reason for attendance at college, who reported they still hope to complete their original reason for attending a community college, is further evidence of the changing pattern of study. The full-time commitment to complete a goal is, by desire or necessity, changing to a more long term project. Responses to this question would seem to indicate a growing necessity for the "life-long learning" concept.

The reason for college attendance was also tabulated against factors considered important in the students' selection of a college over other post-secondary institutions. Results are shown in Table 19. There were no statistical differences among the groups selecting "teaching reputation" as an important factor. The "low cost" and "close to home" factors however are major considerations for more of the students attending college to prepare for transfer to university than for other students. Students indicating their reason for attending as "personal enrichment" or who were undecided about their vocational or academic future often listed the very existence of the college as an important factor.

There were also notable differences among those selecting "particular programmes available" as an important factor in their choice of college. Students attending college because of the transfer function were not as likely to have listed this factor as they were other factors such as "close to home" and "low cost". On the other hand students attending college to learn new skills or to undertake a career program often listed particular programme available as a key factor.

When the reason for college attendance was cross tabulated with the reason for withdrawal or non re-enrolment, as outlined in Table 20,

TABLE 19

CROSS TABULATION OF RESPONSES - REASON FOR ATTENDING COLLEGE (QUESTION 4) VS.
IMPORTANT FACTORS FOR CHOICE OF COLLEGE (QUESTION 6) - "YES" RESPONSES

(row percentages)

Quest. 4	Quest. 6	Teaching	Low	Close	Friend	Financial	Intellectual	Parental	Spouse	Counsellor	Programme	Refused	Good	College	Total
		Reputation	Cost	to Home	Going	Aid	Environment	Advice	Advice	Teacher	Available	First Choice	Physical Facilities	There	
		1	2	3	4	5	6	7	8	9	10	11	12	13	(N)
One Year Prep.	1	16.5	70.1	71.0	12.3	4.2	6.2	5.9	0.0	8.9	23.6	10.8	2.4	22.6	436
Two Year Prep.	2	17.7	70.4	77.2	9.1	4.0	9.2	5.6	2.0	10.0	29.4	4.4	3.4	29.2	657
One Year Coll.	3	11.5	31.7	69.7	11.2	6.2	4.9	5.3	0.0	13.3	59.4	4.8	8.7	19.4	28
Two Year Coll.	4	8.5	42.6	76.9	10.9	1.7	14.4	4.5	1.5	0.0	44.2	4.7	9.4	34.3	40
Second. School	5	10.9	31.4	59.7	4.8	15.6	1.2	1.7	0.0	15.4	31.8	1.4	1.2	34.7	51
New Skills	6	12.4	31.0	59.7	4.0	3.3	5.3	1.3	1.1	4.6	65.7	2.4	3.4	22.2	365
Personal	7	12.0	34.3	68.4	7.4	0.6	12.7	1.2	2.7	3.4	47.2	1.0	1.8	43.6	786
Career	8	11.6	39.5	53.9	4.4	6.4	4.4	2.3	1.1	10.5	70.3	3.1	1.8	26.1	430
Job Available	9	6.0	39.8	54.7	15.1	0.0	3.9	0.0	0.0	0.0	27.9	19.3	0.0	12.4	22
Vocational	10	16.7	64.0	78.5	11.3	2.2	12.8	6.0	0.0	8.9	27.8	5.2	1.0	30.2	86
Future	11	9.7	59.4	69.5	18.3	1.1	7.7	9.6	0.9	7.9	22.7	7.0	2.2	37.3	266
															3167

TABLE 20

CROSS TABULATION OF RESPONSES - REASON FOR ATTENDING COLLEGE (QUESTION 4) VS.
REASON FOR WITHDRAWAL OR NON RE-ENROLLMENT (QUESTION 7)

(row percentages)

Quest. 4 \ Quest. 7		Objective Obtained	Financial Support	Support Family	No Sense of Accomplish.	Low Grades	Unable to Do Work	Personal Reasons	College Attitude	Lost Interest	Obtain Employment	Skill Not Offered	Other Institution	Total (N)
		1	2	3	4	5	6	7	8	9	10	11	12	
One Year Prep.	1	21.8	9.6	1.5	4.9	5.6	1.5	22.1	3.1	6.8	9.3	3.3	10.7	336
Two Year Prep.	2	21.6	13.6	4.7	5.4	1.6	2.1	22.3	1.8	7.5	13.1	1.9	4.3	502
One Year Coll.	3	50.8	0.0	0.0	7.0	0.0	4.8	0.0	0.0	2.7	12.4	12.3	10.0	25
Two Year Coll.	4	38.1	4.3	0.0	0.0	5.8	2.7	31.4	0.0	6.2	5.2	2.1	4.1	30
Second. School	5	33.6	15.2	3.5	0.0	3.9	1.7	17.0	2.1	6.6	3.9	3.0	9.5	41
New Skills	6	43.7	2.8	3.7	1.4	1.3	0.3	26.1	1.3	5.1	3.9	7.9	2.3	266
Personal	7	43.1	2.6	2.3	1.3	0.5	1.1	30.6	2.4	4.8	5.2	2.0	4.3	620
Career	8	39.3	8.2	4.0	2.8	1.5	1.0	16.4	5.1	3.1	8.3	3.5	6.9	335
Job Available	9	11.3	3.5	0.0	4.5	9.1	6.3	22.9	0.0	9.1	29.6	3.6	0.0	19
Vocational	10	15.2	11.3	2.4	6.8	0.0	2.4	18.8	3.5	6.1	12.0	17.2	4.1	72
Future	11	12.0	7.6	2.6	9.9	1.8	0.7	21.2	2.9	12.2	14.3	7.3	7.4	218
														2464

-54-

some significant differences in the results were indicated. Low grades and academic problems did not appear an important factor for any of the groups except for those studying until a job became available. "Personal reasons" were cited frequently by many of the students but most often by those attending college to complete two years. Although not shown in Table 20, students indicating financial reasons for withdrawal were further analyzed by age and sex category. Generally, the adult age students, both males and females, who enrolled at college to prepare for transfer or who were undecided about their academic future tended to indicate financial reasons for leaving the college more than did the college age students.

Students reporting their original reason for college attendance as "to upgrade or learn new skills or trade" were most likely to have achieved their educational objectives prior to discontinuance when compared with students enrolling for other reasons. From 37 to 66 per cent, depending upon sex and age, reported their objective achieved. "Personal reasons" and "lost interest" were most frequently indicated as the reason for their discontinuance.

Table 21 shows the reasons for attending college cross tabulated against the reasons for not continuing education at a university.

As one might expect, there was a fairly close correlation between the responses to these two questions. Students who indicated their original reason for college attendance as other than university transfer most often reported their reason for not continuing at a university as "never intended to transfer". Students who had intended to transfer to university listed "cost", "low grades", and "lacked specific pre-requisite" as the most frequent reasons for not continuing.

Table 22 shows the reasons for attending college tabulated against the philosophical objectives for attendance at college. A substantial percentage (approximately 57%) of students attending college

TABLE 21

CROSS TABULATION OF RESPONSES - REASON FOR ATTENDING COLLEGE (QUESTION 4) VS.
REASON FOR NOT ATTENDING UNIVERSITY (QUESTION 8)

(row percentages)

Quest. 8 Quest. 4		Cost 1	Low Grade 2	Pre-Req. 3	No Need 4	Nothing to Offer 5	Full-time Job 6	Never Intended 7	Other 8	Total (N)
One Year Prep.	1	15.5	9.1	11.3	1.5	3.8	9.3	0.7	48.8	381
Two Year Prep.	2	20.0	4.1	8.7	1.2	3.6	10.4	0.3	51.6	558
One Year Coll.	3	13.4	0.0	3.0	13.1	6.5	12.1	21.7	30.1	27
Two Year Coll.	4	5.1	0.0	5.3	20.9	2.5	7.0	38.2	20.9	34
Second. School	5	18.4	1.8	16.8	7.2	0.0	4.4	21.9	29.6	48
New Skills	6	6.9	1.3	2.5	12.2	1.6	5.3	35.9	34.2	321
Personal	7	6.3	0.2	2.2	10.1	2.2	4.1	33.0	41.8	697
Career	8	9.5	0.9	6.0	11.1	2.9	7.0	30.9	31.6	376
Job Available	9	17.7	8.7	16.7	0.0	8.4	10.6	19.2	18.8	21
Vocational	10	17.5	1.7	2.9	7.6	9.9	11.7	14.5	34.1	76
Future	11	10.6	2.8	6.2	1.6	4.3	17.1	15.7	41.6	237
										2775

TABLE 22

CROSS TABULATION OF RESPONSES - REASON FOR ATTENDING COLLEGE (QUESTION 4) VS.
PHILOSOPHICAL OBJECTIVE FOR COLLEGE ATTENDANCE (QUESTION 10)

(row percentages)

Quest. 10		Vocational Skill	Mental Development	Social Adjustment	Broad Education	Total
Quest. 4		1	2	3	4	(N)
One Year Prep.	1	58.1	16.8	4.7	20.4	425
Two Years Prep.	2	56.7	21.1	3.8	18.3	641
One Year College	3	87.0	7.7	0.0	5.3	28
Two Years College	4	59.1	12.4	0.0	28.4	35
Secondary School	5	60.3	24.0	3.4	12.3	50
New Skills	6	74.6	12.0	3.3	10.0	354
Personal	7	39.8	17.7	5.9	36.6	762
Career	8	80.9	8.8	1.7	8.5	427
Job Available	9	59.1	37.0	0.0	3.9	22
Vocational	10	50.0	11.4	3.2	35.5	84
Future	11	44.7	20.1	4.8	30.4	262
						<u>3091</u>

for the "transfer" function indicated the acquisition of knowledge and techniques applicable to a vocational field as the most important objective of college attendance. This result is perhaps surprising. As might be expected, however, even higher percentages of students who enrolled at college to develop new skills (74.6%) and to undertake a career program (80.9%) selected this philosophical objective of college attendance.

Cross-tabulations of reasons for attending college with the highest level of education expected are shown in Table 23. Students having the transfer function in mind are the most likely to indicate a university undergraduate or higher degree. Logically, those enrolled at college with an undecided vocational or academic future and those enrolling for personal enrichment are the most likely to list "no idea" for the highest level of education expected.

With the one exception of those students reportedly at college to study until a job became available, at least one-quarter of all students, regardless of current reason for attending college, indicated expectations of at least a bachelor's degree from university, as their highest educational expectation.

b) Accomplishment of Original Reason for Attending College (Question 5)

Just over one-third of the students (37.7%) reported that their original reason for attending college had been accomplished (see Table 24). While on the surface this may not appear to be a high proportion of the students, a further 43.0% indicated that they are either continuing to pursue their original reason or still hope to accomplish it in the future. In addition, 15.6% of the students reported that they have changed their original objectives. Only 1.9% indicated they had no plans to pursue any further level of education.

Responses to this question differed slightly by sex, with 38.5% of females and only 32.6% of males still hoping to accomplish their

TABLE 23
CROSS TABULATION OF RESPONSES - REASON FOR ATTENDING COLLEGE (QUESTION 4) VS.
HIGHEST LEVEL OF EDUCATION EXPECTED (QUESTION 11)
(row percentages)

Quest. 4	Quest. 11	Secondary	Certif.	One Year College	Two Years College	Technical Diploma	Bachelor's Degree	Professional Degree	Master's Degree	Ph.D.	No Idea	Total
		1	2	3	4	5	6	7	8	9	10	(N)
One Year Prep.	1	0.1	3.1	1.9	1.5	14.0	32.2	10.9	8.8	6.2	21.2	432
Two Years Prep.	2	0.5	2.8	0.8	4.0	3.2	35.6	11.2	13.8	5.4	22.7	632
One Year Coll.	3	0.0	9.0	9.0	12.8	14.9	18.4	10.4	9.1	0.0	16.5	28
Two Years Coll.	4	0.0	1.7	0.0	23.0	12.8	33.5	3.2	8.1	0.0	17.8	40
Second. School	5	2.7	9.4	0.0	6.3	20.5	11.0	13.6	1.7	1.3	33.2	50
New Skills	6	2.7	12.7	1.3	4.1	13.2	15.7	7.2	7.1	2.3	33.6	348
Personal	7	2.2	2.6	1.8	6.2	2.8	20.9	6.4	9.8	2.6	44.8	748
Career	8	1.6	8.0	1.8	11.7	12.2	15.2	14.5	6.8	1.0	27.2	418
Job Available	9	0.0	3.3	3.0	12.9	17.2	9.0	4.1	0.0	3.0	47.5	21
Vocational	10	0.0	9.5	4.4	7.7	14.1	13.4	5.8	2.8	2.5	39.8	86
Future	11	0.9	5.4	3.6	4.2	11.4	14.3	5.3	3.5	2.3	49.2	266
												3069

TABLE 24

OBTAINED ORIGINAL REASON FOR ATTENDING
COLLEGE AT TIME OF LEAVING, BY SEX AND AGE

(Question 5 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Yes	37.0	37.7	32.8	42.0	37.7
No, elsewhere	7.4	5.9	6.7	6.1	6.4
No, hope to	32.6	38.5	31.6	40.9	36.6
No, have now	2.6	1.5	2.6	1.2	1.9
No, changed	18.2	14.4	23.7	8.3	15.6
No, no plans to	2.2	1.8	2.5	1.5	1.9
TOTAL (N)	1009	2143	1505	1657	3188 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

objectives in the future. By age, there were larger differences with 42.0% of adult age students and only 32.8% of the college age students reported having accomplished their objectives. The college age students were far more likely to have changed their objectives with 23.7% reporting compared to only 8.3% for the adult age students.

c) Important Reasons for Choice of College (Question 6)

A review of the literature will reveal several factors suggested as influencing the students' selection of a community college instead of other post-secondary institutions. Question 6 on the follow-up instrument collected data on this subject (see Table 25).

i) Teaching Reputation:

Unlike the universities where there is a mix of teaching and research, the community colleges have always indicated that they concentrate on quality of teaching. In spite of this, teaching reputation is rated as a relatively minor factor in a student's decision to go to college. Only 13.7% indicated this as an important factor, with little variation by age or sex. This figure is considerably lower than the 20% reported in a 1975 study⁴ in which the same question was asked of students attending college at that time.

ii) Low Cost

Low cost was an important factor for half (49.9%) of the students surveyed. This is up from the 34% found in the 1975 study mentioned above. Males (59.1%), more so than females (46.1%) looked upon cost as an important factor, as did college age students (62.2%) in comparison to adult age students (39.2%).

⁴The Impact of Community Colleges, Page 53, Table 6-5.

TABLE 25
FACTORS IMPORTANT IN CHOICE OF COLLEGE, BY SEX AND AGE
(Question 6 - column percentages^a)

	Sex		Age		Total
	Male	Female	College	Adult	
Responded 'Yes' to:					
Teaching reputation	12.5	14.3	14.1	13.4	13.7
Low cost	59.1	46.1	62.2	39.2	49.9
Close to home	64.5	70.0	47.1	52.9	68.1
Friend going	10.9	7.6	13.2	4.6	8.6
Offers financial help	3.4	3.3	4.0	2.7	3.3
Intellectual	7.8	9.0	6.8	10.2	8.6
Parental advice	4.5	3.4	7.7	0.2	3.7
Advice of spouse	1.7	1.4	0.7	2.2	1.4
Advice of Counsellor/teacher	7.4	7.4	9.7	5.2	7.3
Programmes available	32.6	47.3	34.0	50.5	42.7
First choice refused	8.0	2.8	7.4	1.7	4.4
Good physical	2.3	2.7	3.0	2.2	2.5
College there	27.0	33.9	27.1	35.8	31.7
TOTAL (N)	1024	2221	1535	1721	3283 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

iii) Close to Home

The single most important influencing factor was undoubtedly the location of a college "close to home". Two-thirds of the students (68.1%) held this view. The percentage of students so reporting in this study was far higher than the 41 per cent reported in the 1975 study.

It would appear that whenever the choice of an actual college program is not a major factor, the student looks toward geographic accessibility as of considerable importance. Male and female respondents, both college age and adult, held similar views.

Students in colleges located outside the commuting area to a university placed the closeness to home as even more important. Three-quarters (75.1%) listed this factor as contrasted to only two-thirds (62.7%) of those from commuting areas.

iv) Particular Programmes Available

Of lesser importance to "low cost" and "closeness to home", but still of significance in the overall picture was the particular program offerings at the college. Two of five students (42.7%) indicated this feature as important in the decision to select a college instead of another type of institution. The program aspect appealed more to the female than male, and more to the adult student than to the college age student.

Further, the program aspect was important to more of the students from commuting colleges (45.2%) than in areas where daily commuting to a university was not possible (33.0%).

It might be hypothesized that where the colleges are in "competition" with the universities, the actual college programs available are most important to the student in selecting which institution to attend. Where program choice is not so important, the "close to home" aspect becomes more so.

v) College was There!

The very existence of the community college was an important factor for 31.7% of the respondents. This was reported by more of the female (33.9%) than males (27.0%) and by adult age students (35.8%) more than the college age students (27.1%). In addition, 44.6% of the "non-commuting college" students reported this compared to only 22.6% of the students from "commuting colleges."

d) Philosophical Reasons for Attendance at College (Question 10)

Several philosophical objectives of post-secondary education were reported in the 1975 study⁵ referred to in the previous section. These objectives may be briefly summarized as:

1. Skills and knowledge leading to a job
2. Skills and habits used in critical thinking
3. Social and emotional adjustment
4. A broad general outlook.

In the current follow-up study, students were asked this same question, (see Table 26) so that comparisons to the 1975 study could be made.

The occupational aspect of education was a paramount objective in the minds of the non-transfer students, with 57.2% choosing "to acquire certain knowledge and techniques applicable to a vocation or field of special interest." This was fairly comparable to the 54% of vocational program students but considerably higher than the 22% of academic transfer students and the 42% for career/technical students reported in 1975.

Ranking a distant second in importance was the objective of "developing a broad general outlook and familiarity with a variety of

⁵The Impact of Community Colleges, Page 52, Table 6-4.

TABLE 26
PHILOSOPHICAL OBJECTIVES OF IMPORTANCE, BY SEX AND AGE
(Question 10 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Vocational skill	56.3	57.7	61.2	53.8	57.2
Critical thinking	16.7	16.4	14.2	18.6	16.6
Social adjustment	4.6	3.9	3.5	4.6	4.1
Broad education	22.4	22.0	21.1	23.0	22.1
TOTAL (N)	1000	2151	1505	1654	3184 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

subjects". This was listed by 22.1% of the students. No significant differences were apparent by age or sex category.

e) Highest Level of Education Expected (Question 11)

Just over one-fifth (23.3%) of the non-transfer students indicated the highest level of education expected was a Bachelor's degree and a further 21.1% listed a graduate or professional degree (see Table 27). Since these students are, for the moment at least, non-transfer students this expectation of some 44.4% of the students may be somewhat unrealistic. One-third of the students (33.2%) said they had no idea as to the highest level of education expected. It should be noted that these results are quite comparable to the findings from the 1975 study⁶.

As can be seen from Table 27, there were significant differences in the responses by age and sex. Males and college age students were slightly more definite in their educational goals than were females and adult age students.

f) Summary

The academic non-transfer students indicated a variety of reasons for attending college. These included transfer to university, personal enrichment, to upgrade and learn new skills and to undertake a career program. For some students it would appear that the transfer function is still in their minds, perhaps during later years of life. While not specifically indicated, the "life-long" learning concept may be a very important aspect of attending college and preparing for eventual transfer. For the immediate time period, the majority of students reported that the acquisition of knowledge and techniques applicable to a vocation or field of special interest was most important.

⁶The Impact of Community Colleges, Page 52, Table 6-4.

TABLE 27

HIGHEST LEVEL OF EDUCATION EXPECTED, BY SEX AND AGE

(Question 11 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Secondary	1.3	1.3	1.2	1.4	1.3
Trade Certificate	6.3	4.6	6.4	4.0	5.1
One Year College	1.5	2.0	2.4	1.3	1.8
Two Years College	4.7	6.3	5.7	3.7	5.7
Technical Diploma	11.7	6.9	12.4	4.8	8.4
Bachelor's Degree	19.8	25.0	21.0	25.5	23.3
Professional Degree	11.3	8.1	9.8	8.4	9.1
Master's Degree	8.9	8.6	6.9	10.3	8.8
Ph.D.	4.9	2.5	2.6	3.9	3.2
No Idea	29.6	34.7	31.6	34.5	33.2
TOTAL (N)	991	2148	1504	1645	3174 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

There was evidence that some students were using the college experience to experiment with academic and vocational directions. Many did not have clearly defined goals. Many other students have accomplished their goals while at college and still more hope to continue pursuing these goals.

The key factors in attracting students to the college would appear to be low cost and closeness to home rather than the particular programmes available or teaching reputation.

3. Discontinuance

Of special interest to those involved in post-secondary education are the students who discontinue their studies. Although having started in post-secondary education and committed a certain time and effort to it, these students who withdraw from their program, do not re-enrol in subsequent phases or do not transfer to other institutions. The information sheet contained four questions relating to discontinuance. These were questions 7, 8, 9, and 12 (see Appendix E1).

a) Primary Reason for Withdrawal or Non Re-enrolment at Original College (Question 7)

Table 28 provides the results for those students responding to the question concerning the student's primary reason for withdrawing or not re-enrolling at their original college. Unfortunately nearly one-quarter of the students (24.8%) did not respond to the question. It may be that these students do not consider themselves as having discontinued their education. Or it may be that the list of response options was not comprehensive enough.

From those who did respond to the question, 31.3% indicated their educational objectives had been achieved. A further 23.8% reported the rather vague "personal reasons" as a prime reason for discontinuance. While students sometimes state that the cost of education to students is too high, only 10.5% reported financially

TABLE 28
REASON FOR WITHDRAWAL OR NON RE-ENROLLMENT AT
ORIGINAL COLLEGE, BY SEX AND AGE
(Question 7 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Not Applicable	31.4	31.0	26.7	35.7	31.3
Financial Support	7.8	7.1	8.8	5.9	7.4
Support Family	2.9	3.3	0.5	5.7	3.1
No Accomplishment	6.2	2.7	6.1	1.8	3.8
Low Grades	3.3	1.2	3.1	0.6	1.9
Unable to Do Work	1.1	1.5	1.3	1.3	1.3
Personal Reasons	15.5	28.1	16.2	31.2	23.8
College Attitude	3.9	2.1	2.9	2.5	2.7
Lost Interest	8.6	4.9	9.3	3.1	6.1
Obtain Employment	8.5	9.0	12.8	5.0	8.8
Skill Not Offered	4.5	3.8	4.7	3.4	4.0
Another Institution	6.3	5.4	7.6	3.8	5.6
TOTAL (N)	833	1676	1230	1283	2531 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

related reasons for discontinuance. Academically related responses such as "low grades" accounted for very few (3.2%) of the responses.

Some differences by age and sex were evident. Females (28.1%) and adult age students (31.2%) were more likely to report "personal reasons" than were males (15.5%) and college age students (16.2%). On the other hand males (8.6%) and college age students (9.3%) were more likely to have "lost interest" than were females (4.9%) and adult age students (3.1%).

Cross-tabulations of the reasons for withdrawal by the reasons for not attending university are shown in Table 29. Of those who had obtained their objectives in attending college the main reasons for not attending university were that they "had never intended to" (25.6%), "adequate education had been achieved" (16.2%) and over one-third listed "other reasons" (35.3%).

As might be expected, there was a high correlation between those listing "low grades" or "felt unable to do college work" as the reason for leaving college and the "low grades" and "lacked the specific prerequisites" responses to the reason for not attending university. Similarly, many of those indicating financial reasons for leaving also indicated that they "could not afford the cost of university".

The relationships between reason for withdrawal and the highest level of education expected are shown in Table 30. Students who said they left college because they "received no sense of accomplishment", "felt unable to do college work" and were "dissatisfied with the attitude of the college and college staff" were most frequently students who had "no idea" as to the highest level of education expected. Those indicating a "desire to learn a skill or trade not offered at the college" or "wanting to attend another post-secondary institution" most frequently listed a "technical institute diploma" as their highest level of education expected.

TABLE 29
CROSS TABULATION OF RESPONSES - REASON FOR WITHDRAWAL (QUESTION 7) VS.
REASON FOR NOT ATTENDING UNIVERSITY (QUESTION 8)
(row percentages)

Quest. 8		Cost	Low Grades	Pre-Req.	No Need	Nothing to Offer	Full-time Job	Never Intended	Other	Total
Quest. 7		2	3	4	5	6	7	8	9	(N)
Objective Obtained	1	10.1	1.4	3.1	16.2	1.9	6.3	25.6	35.3	711
Financial Support	2	48.2	4.4	8.9	0.7	0.0	4.8	6.3	26.7	178
Support Family	3	21.1	3.3	2.8	3.2	1.6	10.0	11.4	46.6	76
No Accomplishment	4	10.4	4.5	9.7	1.0	12.2	14.3	14.9	33.0	89
Low Grades	5	0.0	38.3	19.4	3.8	0.0	7.0	14.4	17.1	45
Unable to do Work	6	7.3	23.4	7.2	2.6	0.0	8.2	16.5	34.7	33
Personal Reasons	7	7.1	1.2	6.1	2.9	0.9	4.0	21.4	56.3	579
College Attitude	8	8.5	2.7	2.8	0.0	13.1	14.7	14.7	43.5	61
Lost Interest	9	4.9	2.9	9.6	2.1	6.7	13.0	19.8	41.0	143
Obtain Employment	10	10.5	2.5	5.4	2.6	3.2	30.1	13.3	32.3	216
No Skill Offered	11	9.0	0.7	7.7	3.5	9.9	6.6	25.7	36.9	98
Other Institution	12	11.3	6.1	8.5	0.6	9.7	4.8	17.1	41.9	106
										2336

TABLE 30
CROSS TABULATION OF RESPONSES - REASON FOR WITHDRAWAL - (QUESTION 7) VS.
HIGHEST LEVEL OF EDUCATION EXPECTED (QUESTION 11)
(row percentages)

Quest. 11		Secondary	Trade Certif.	One Year College	Two Years College	Technical Diploma	Bachelors Degree	Professional Degree	Masters Degree	Ph.D.	No Idea	Total
Quest. 7		1	2	3	4	5	6	7	8	9	10	(N)
Objective Obtained	1	1.5	5.2	2.3	5.6	8.4	22.7	10.6	10.9	3.6	29.3	755
Financial Support	2	0.0	2.4	2.2	3.3	8.4	22.5	11.2	10.3	6.7	33.0	178
Support Family	3	0.0	4.2	0.0	0.8	6.5	40.5	12.0	14.7	0.8	20.4	79
No Accomplishment	4	2.9	13.1	1.6	2.6	11.0	13.9	6.1	1.9	1.9	44.9	94
Low Grades	5	1.8	3.0	5.7	3.1	8.7	11.6	8.7	18.3	0.0	39.1	48
Unable to do Work	6	7.3	4.0	0.0	6.4	7.8	10.4	8.8	0.0	5.2	50.0	33
Personal Reasons	7	1.2	4.8	2.3	6.4	5.4	22.8	6.7	7.5	2.5	40.5	587
College Attitude	8	0.0	4.0	0.0	0.0	8.9	10.9	15.3	8.4	4.3	48.3	65
Lost Interest	9	2.5	7.3	2.9	8.0	12.1	14.6	6.4	0.9	0.6	44.8	153
Obtain Employment	10	1.2	5.4	1.5	11.5	5.3	25.7	9.9	4.4	1.8	33.3	220
No Skill Offered	11	0.0	6.0	3.9	6.9	24.6	16.2	8.1	2.0	3.5	28.8	94
Other Institution	12	0.5	3.5	0.5	3.4	21.3	27.6	11.2	14.5	2.7	14.7	136
												2441

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b) Primary Reason for Not Continuing Education at University (Question 8)

It has already been demonstrated that the majority of the non-transfer students attended college for reasons other than to transfer to a university. It is not surprising then that Table 31 shows a substantial proportion of the students (19.8%) again saying they "had never intended to transfer to a university" as the reason for not continuing on to university. Females (22.7%) and adult age students (24.5%) were more likely to indicate this than the males (13.4%) and college age students (14.5%). The cost of university was listed by 12.0% of the students and 41.6% listed "other" as the reason for not continuing education at a university.

Table 32 provides a cross-tabulation of the reasons for not continuing at a university with the highest level of education expected. It is rather startling at first to see that a total of 20.7% of the students who said they "never intended to transfer" listed some level of university degree as their expectation. While this appears contradictory, the comments section of the questionnaire (see Section 6 of this chapter) may provide a partial explanation of this. Some of the students surveyed had already obtained a university degree. Obviously these students might then report they never intended to transfer to university when they enrolled at college.

For those students who reported they did not attend university because of academic problems, i.e. "low grades" or "lack of specific pre-requisites" approximately half still listed a university degree as the highest level of education they expected to attain.

c) Important Factors in Causing You to Decide to Continue Your Education (Question 9)

Closely associated with student discontinuance are those factors which may well influence the individual to continue their post-secondary education. Table 33 provides a summary of the results to the question concerning this.

TABLE 31

PRIMARY REASON FOR NOT ATTENDING UNIVERSITY, BY SEX AND AGE
(Question 8 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Not Applicable	-	-	-	-	-
Cost	13.7	11.0	13.3	10.7	12.0
Low Grades	5.6	1.4	5.0	0.7	2.7
Pre-requisites	8.2	5.2	8.5	3.9	6.1
No Need	5.2	7.4	4.0	9.2	6.7
Nothing to Offer	5.4	2.0	5.1	1.3	3.1
Full-time Job	10.7	6.9	12.1	4.5	8.1
Never Intended	13.4	22.7	14.5	24.5	19.8
Other	37.8	43.3	37.6	45.2	41.6
TOTAL (N)	896	1942	1364	1482	2868 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

TABLE 32
CROSS TABULATION OF RESPONSES - REASON FOR NOT ATTENDING UNIVERSITY (QUESTION 8) VS.
HIGHEST LEVEL OF EDUCATION EXPECTED (QUESTION 11)
(row percentages)

Quest. 11 \ Quest. 8		Secondary	Trade Certif.	One Year College	Two Years College	Technical Diploma	Bachelors Degree	Professional Degree	Masters Degree	Ph.D.	No Idea	Total (N)
		1	2	3	4	5	6	7	8	9	10	
Cost	2	0.0	3.6	1.9	3.7	7.6	29.5	10.3	13.0	6.5	23.5	335
Low Grades	3	0.0	0.0	5.3	0.8	13.9	17.3	14.0	13.6	5.5	29.5	75
Pre-Requisites	4	1.4	3.2	0.4	2.7	16.3	28.3	11.4	5.6	1.1	29.5	173
No Need	5	2.7	8.8	2.3	8.4	4.6	22.4	4.1	8.7	1.2	36.8	188
Nothing to Offer	6	0.0	10.5	2.0	10.6	15.7	12.3	8.1	2.8	0.0	38.0	88
Full-time Job	7	1.6	6.8	2.1	8.1	8.8	18.9	9.5	3.0	1.2	39.9	227
Never Intended	8	3.1	8.7	3.8	10.1	9.1	8.9	8.1	3.0	0.7	44.6	542
Other	9	1.0	3.8	1.2	3.5	7.9	27.9	9.2	9.7	3.6	32.3	1141
												2770

TABLE 33

MOST IMPORTANT FACTOR IN CAUSING DECISION TO
CONTINUE EDUCATION, BY SEX AND AGE
(Question 9 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Not Applicable	19.3	18.4	26.0	12.0	18.6
College Close	1.8	3.7	1.1	4.9	3.0
Vocational Inst. Close	0.4	0.6	0.3	0.7	0.5
Financial Aid	10.5	7.4	8.8	7.9	8.4
Need More Skills	11.9	9.5	14.4	6.4	10.3
Financial Freedom	3.7	8.4	2.8	10.8	7.0
University Close	2.9	7.6	3.3	8.7	6.1
Interesting Program	5.9	7.0	6.5	6.8	6.7
Benefit Employment	22.7	19.8	20.3	21.1	20.8
Other	21.0	17.6	16.5	20.6	18.7
TOTAL (N)	989	2090	1482	1601	3107 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

Slightly under one-fifth of the students (18.6%) indicated that they were currently "enrolled in education or training". This is reasonably consistent with the 22.7% reporting their present activity as either a full or part-time student, as will be shown in the next section of this chapter. These students may have been enrolled in career/technical, vocational or adult education programs and thus not identified as "transfer students". It is also possible that some of these students may be on academic programs and thus should not have been included in the survey. Difficulties in this area were discussed in Section 6 of Chapter III.

The single most important influencing factor in causing students to continue their education was the response "if further study would be of direct benefit to my employment." This was reported by 20.8% of the respondents. The response "if I can't get a job without further study" also rated quite highly with 10.3% of the respondents.

"Adequate financial assistance" was an important factor with 8.4% and "freedom from family financial obligations" for another 7.0% of the students. A total of 9.6% reported that an institution located within commuting distance would be reason enough for their deciding to continue their education.

Differences according to age and sex are also outlined in Table 33. Financial aid was slightly more important for males (10.5%) than females (7.4%). On the other hand females (8.4%), more so than males (3.7%) indicated they might return to education if they didn't have to contribute to the financial support of their family. Also, being close to a university was a factor more important to the female (7.6%) than the male (2.9%).

The adult age student looked upon proximity to an institution of post-secondary learning as fairly important with a total of 14.3% so reporting. The college age student did not consider this as important with only 4.7% indicating these responses.

d) Primary Source of Financing Education if Return to Study Within
a Year (Question 12)

While the cost factor did not significantly seem to affect continuation of post-secondary education, it is of interest to consider how students would finance their education if they were to return to education within a year's period of time. Table 34 summarizes the results on this issue.

Personal savings were listed by over one-third (35.5%) of the respondents. In addition, a further 28.9% would work full or part-time during the period of study. One of ten students (11%) would rely on some form of governmental student assistance other than scholarships and bursaries. Family or parental assistance would be used by fewer than one-tenth of the students (9.7%).

Females (11.7%), more so than males (5.0%) would depend on parents and family for financial assistance. Males (24.7%) were more inclined to list full-time jobs as their source of financing than were females (13.1%).

e) Summary

While the non-transfer rate may seem excessively high to some, it must be pointed out that one quarter of the students did not transfer to a university because they had already achieved their reason for attending college before having left the college. Cost of education, and academic problems, both often cited as reasons why students do not continue, were reported as minimal factors in any decision not to continue or re-enroll at a community college.

From the responses to this section it was again quite evident that a sizeable proportion of the non-transfer students enrolled in an academic transfer program did not intend to transfer, but rather were looking for other outcomes.

TABLE 34

PRIMARY SOURCE OF FUTURE FINANCING OF
EDUCATION, BY SEX AND AGE

(Question 12 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Not Applicable	9.4	8.4	14.6	3.5	8.7
Parents - Family	5.0	11.7	9.8	9.4	9.7
B.C. Grant	7.9	12.5	10.3	11.7	11.0
Full-Time Job	24.7	13.1	13.8	19.3	16.7
Part-Time Job	12.5	12.0	14.0	10.6	12.2
Scholarship	0.7	1.0	0.6	1.3	0.9
Savings	35.9	35.4	34.7	36.2	35.5
Other	3.8	5.9	2.1	8.0	5.2
TOTAL (N)	970	2114	1457	1634	3114 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

General dissatisfaction with the "attitude" of college and staff has in the past received publicity as a possible cause for student attrition. Overall, this reason was not a significant one listed for withdrawal. Where it did occur, it was primarily found amongst those students who indicated "no idea" as to the highest level of education expected.

4. Current Activity/Employment

In the eyes of some, the success of an educational system will be reflected in the employment capabilities of the product of that system. No less an advocate of this view is the student or former student since, as has been previously shown in this report, the preparation for a vocation is uppermost in the minds of the majority of students, even those who are enrolled in an academic program.

To examine this aspect of the college a series of questions were used on the Information Sheet. These were questions 13, 14, 16, 17, 18, and 19 (See Appendix E1). These items looked at the current activity of students and, if employed, the nature of that job and the degree to which their college education was useful in that job.

a) Present Activity (Question 13)

Question 13 on the Information Sheet asked the respondents what they were doing now (see Table 35). Even though the college academic program is geared for the transfer function rather than pre-employment, this did not unduly seem to hinder the students from gaining or holding employment. The major portion of the former students were employed on a full-time (48.1%) or part-time (10.0%) basis. An additional (10.1%) reported themselves both employed and in education.

One in ten (11.1%) classified themselves as full-time students at the time of the survey (April 1980), with an additional (1.5%) reporting themselves in part-time study. Just over eight per cent were unemployed, somewhat less than the national average for that time period.

TABLE 35
PRESENT ACTIVITY, BY SEX AND AGE
(Question 13 - column percentages^a)

	Sex		Age		Total
	Male	Female	College	Adult	
Employed Full-time	62.0	41.5	48.7	47.6	48.1
Employed Part-time	3.9	12.9	6.6	13.1	10.0
Employed/Student	9.8	10.2	11.8	8.5	10.1
Full-time Student	13.2	10.2	18.2	4.7	11.1
Part-time Student	1.5	1.5	1.7	1.3	1.5
Houseperson	0.4	15.7	2.8	18.0	10.8
Look for Job	6.3	6.0	8.5	3.9	6.1
Unemployed	2.8	2.1	1.7	2.9	2.3
TOTAL (N)	1016	2146	1516	1657	3197 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

There was a significant difference by sex in the responses to current activity. For example, nearly two-thirds of the males (62.0%) were employed full-time as compared to two-fifths of the female (41.5%). In addition, the female tended to follow the traditional pattern with (15.7%) having full-time household/family duties. Somewhat surprising perhaps was the result that nearly equal percentages of college age (48.7%) and adult age students (47.6%) were employed full-time. It might have been anticipated that the older students would have had a greater tendency to be employed full-time.

Cross-tabulations of present activity by whether the reason for attending college had been accomplished are shown in Table 36. Those students who listed themselves as either full or part-time students were most likely to say they had accomplished their original reason for attending college. The majority of students in "household or family duties" said they still hoped to accomplish their objectives in the future.

The responses to present activity were also considered in relation to the highest level of education expected (Table 37). Students who were unemployed or in full-time household or family duties were most likely to indicate they had "no idea" as to the highest level of education expected. Respondents who listed themselves as full-time students were the least likely to say "no idea".

As remarked in the previous section of this chapter, respondents listed as full or part-time students were most apt to be career/technical, vocational or adult education programs. Students continuing in academic programs had specifically been removed from the sample population by the study methodology. In spite of this, the majority of these students (56.7% of full-time and 56.1% of part-time students) still listed a university degree as their expectation.

TABLE 36

CROSS TABULATION OF RESPONSES - PRESENT ACTIVITY (QUESTION 13) VS.
ACCOMPLISHMENT OF REASON FOR ATTENDING COLLEGE (QUESTION 5)

(row percentages)

Quest. 5 \ Quest. 13		Yes 1	Elsewhere 2	Hope To 3	Have Now 4	Changed 5	No Plans 6	Total (N)
Employed Full-time	1	35.5	4.1	38.5	2.4	16.6	2.9	1509
Employed Part-time	2	37.2	3.4	44.0	1.2	13.4	0.8	314
Employed & Education	3	36.6	19.8	24.1	1.1	17.8	0.5	299
Full-time Student	4	41.7	13.8	12.1	2.3	22.1	0.0	327
Part-time Student	5	44.5	1.7	38.3	0.0	15.5	0.0	39
Houseperson	6	37.1	1.9	53.3	0.9	5.1	1.6	336
Looking for Job	7	33.5	5.7	40.4	2.1	16.7	1.6	189
Not Looking for Job	8	37.4	1.9	34.4	1.2	19.2	6.0	72
								3084

TABLE 37
CROSS TABULATION OF RESPONSES - PRESENT ACTIVITY (QUESTION 13) VS.
HIGHEST LEVEL OF EDUCATION EXPECTED (QUESTION 11)
(row percentages)

Quest. 11 \ Quest. 13		Secondary	Trade Certif.	One Year College	Two Years College	Technical Diploma	Bachelor's Degree	Professional Degree	Master's Degree	Ph.D.	No Idea	Total (N)
		1	2	3	4	5	6	7	8	9	10	
Employed Full-time	1	1.5	5.4	2.5	5.4	7.8	21.5	9.4	9.5	2.6	34.4	1490
Employed Part-time	2	1.1	4.3	2.6	6.0	8.8	28.3	5.6	6.2	1.5	35.6	303
Employed & Education	3	0.6	5.4	0.6	7.2	11.6	24.8	13.3	6.9	6.2	23.5	310
Full-time Student	4	0.0	5.8	0.2	5.6	15.0	26.0	12.6	14.4	3.7	16.7	348
Part-time Student	5	0.0	0.0	0.0	4.0	8.6	30.4	10.0	10.6	5.1	31.2	45
Houseperson	6	1.6	3.4	1.4	6.9	2.6	26.5	5.7	7.9	2.2	42.0	323
Looking for Job	7	1.7	6.7	2.1	5.4	6.1	16.7	6.2	4.1	5.2	45.9	193
Not Looking for Job	8	4.9	3.0	1.9	3.2	9.9	8.7	3.1	4.8	8.2	52.4	68
												3080

b) Type of Post-Secondary Education (Question 14)

When asked the type of post-secondary education in which the respondents were involved, 42.1% (see Table 38) indicated formal education, i.e. courses or programs for credit. This is double the 18.6% who, in replying to Question 9 (from Table 33), said that they were currently enrolled in education or training. There is a considerable discrepancy between these two responses.

It may be argued by some that this discrepancy indicates that student responses to studies such as this may be unreliable. If this is so, then this "unreliability" is demonstrated equally throughout the province since the apparent discrepancy was no more evident in any one particular college than another.

A more plausible explanation perhaps is that the students' interpretation of the two question wordings were different. In the replies to question 9, it is possible that only those students currently involved in a complete or partial program of study indicated that they were "enrolled in education or training". The respondents to question 14, on the other hand, may have viewed the question in terms of the long range future and in terms of individual courses of study rather than programs. In this way more students would be inclined to indicate they were continuing their formal education.

As can be seen from Table 38, few differences in the responses existed by sex. According to age there were some differences. Adult age students were more inclined to list non-credit courses (63.7%) than were the college age students (10.4%).

c) Type of Work Since Leaving College (Question 16)

All students replying to the Information Sheet had been attending college on an academic program. It may be argued by some that such a program does not provide any specific vocational skills even

TABLE 38
TYPE OF CONTINUING EDUCATION, BY SEX AND AGE
(Question 14 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Not Applicable	42.0	39.9	40.4	40.6	40.5
Formal	43.7	41.4	49.2	35.7	42.1
Non-credit	14.3	18.7	10.4	23.7	17.5
TOTAL (N)	948	2011	1423	1545	2991 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

though at least half of these students had indicated the acquisition of certain knowledge and techniques applicable to a vocation as an important objective of attendance at college. The categories of work listed for question 16 correspond to those used by Census Canada. The most notable work category engaged in by the students was "clerical" and reported by one-fifth of the respondents (22.4%), (see Table 39). Employment in the "professional" job category was listed by 16.1%.

The tabulation of employment areas by sex indicates many of the traditional occupational patterns. There were 30.6% of females in the clerical area compared to only 6.2% of the males. A greater proportion of females (20.2%) classified themselves as working in the professions than did males (7.6%). Males were more evenly distributed over all of the categories than were the females.

An interesting observation concerned what might be classed as the upper socio-economic job classifications. It has been alleged that the female, at least in past years, has for one reason or another been basically excluded from the upper socio-economic employment areas. If this was in fact the case, then it must be concluded that the situation has been reversed, at least as far as former college non-transfer students are concerned.

From Table 39, it will be observed that 25 per cent of the females indicated they were employed either in a managerial or professional position. For the males, only 16.5% indicated these same categories. Whether it can be concluded from this that the college experience has assisted the female to become involved in the more prestigious occupations remains to be seen.

d) Time to Find a Job After Leaving College (Question 17)

A major portion of the former students (46.1%) indicated they had their job prior to leaving college and continued in it after terminating their enrollment at college (see Table 40). A further

TABLE 39
BUSINESS OR INDUSTRY EMPLOYED IN, BY SEX AND AGE
(Question 16 - column percentages^a)

	Sex		Age		Total
	Male	Female	College	Adult	
Clerical	6.2	30.6	23.0	21.8	22.4
Farmer	0.4	0.7	0.3	0.9	0.6
Managerial	8.9	4.8	3.5	8.7	6.1
Mining-logging	6.7	0.7	4.2	1.4	2.8
Professional	7.6	20.2	5.7	25.7	16.1
Sales	7.3	7.5	10.0	5.1	7.4
Semi-skilled	9.9	1.6	7.3	1.6	4.4
Service	6.8	4.0	6.6	3.3	4.9
Skilled	14.0	0.5	6.8	3.4	5.0
Technical	6.0	2.0	2.4	4.3	3.3
Transport	4.5	2.6	3.4	3.1	3.3
Unskilled	9.9	3.5	9.3	2.2	5.6
Other	11.8	21.2	17.6	18.4	18.0
TOTAL (N)	963	1914	1392	1493	2900 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

TABLE 40
TIME NEEDED TO GAIN EMPLOYMENT, BY SEX AND AGE
(Question 17 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Not Applicable	6.4	16.2	8.9	16.7	13.1
Continued Job	48.6	45.1	38.0	53.5	46.1
Less Than 1 Month	26.5	20.7	30.9	15.0	22.6
1 - 6 Months	15.2	14.2	19.4	10.3	14.7
More Than 6	3.3	3.7	2.7	4.4	3.6
TOTAL (N)	976	2050	1444	1590	3050 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

22.6% required less than one month to locate a job after leaving college.

From observation of Table 40 it would appear that there is little major difference in the time required to find a job for males or females. As one might expect, a greater portion of the adults (53.5%) continued in a job held while attending college as compared to college age students (38.0%).

With such a high percentage of former students (46.1%) reporting a continuation of a job held while attending college, and with the emphasis, as previously mentioned in this report, on the acquisition of knowledge and techniques applicable to a vocation or field of special interest, it would seem reasonable to suggest that the academic course development at colleges consider not only the universities concerns but also a work-study concept, integrating more fully the world of work with academia.

e) Location of First Job after Leaving College (Question 18)

All colleges had students reporting their first job located outside their geographical area. It appeared that students from the following colleges were more likely to leave the area in order to obtain their first employment: Cariboo (26.0% of those employed), Malaspina (22.9%), Okanagan (20.4%), New Caledonia (22.3%), Northwest (28.4%), and Northern Lights (19.4%). The remaining colleges had from 7% to 16% report that they left the geographical area for their first employment. The provincial totals to question 18, together with the sex and age breakdowns are provided in Table 41.

f) Applicable Factors When Applying for a Job (Question 19)

Nearly one-quarter of the respondents (23.8%) indicated that at present they were not employed (Table 42). For those who were employed, most were not required to have a college education in order to obtain their job. Only 8.1% said a college education was

TABLE 41
GEOGRAPHIC LOCATION OF FIRST EMPLOYMENT, BY SEX AND AGE
(Question 18 - column percentages^a)

	Sex		Age		Total
	Male	Female	College	Adult	
Not Applicable	6.2	16.2	8.8	16.8	13.0
N.E. B.C.	2.4	1.7	1.7	2.1	1.9
N.W. B.C.	3.8	2.8	2.9	3.3	3.1
Central Coast	2.3	0.8	1.3	1.3	1.3
Okanagan	7.0	6.0	8.0	4.7	6.3
Kootenays	4.5	3.9	4.6	3.5	4.0
Central B.C.	9.2	8.2	8.1	9.0	8.5
Vancouver Island	13.6	12.6	12.6	13.3	12.9
Lower Mainland	45.2	42.0	48.1	38.3	43.1
Canada, not B.C.	4.3	4.2	3.6	4.8	4.2
Outside Canada	1.6	1.7	0.4	2.8	1.7
TOTAL (N)	966	2017	1443	1547	3007 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

TABLE 42

APPLICABLE FACTORS WHEN APPLYING FOR JOB, BY SEX AND AGE

(Question 19 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Responded "Yes" to:					
Not Employed	17.6	26.8	23.3	24.1	23.8
College Required	6.9	8.6	3.8	12.2	8.1
Proof of College	3.2	5.9	2.2	7.7	5.0
Asked re Grades	8.8	11.6	11.6	9.9	10.7
References Requ'd	2.0	3.5	2.5	3.5	3.1
College Helpful	21.2	20.8	21.5	20.3	20.9
College No Difference	53.7	40.0	49.0	40.0	44.3
TOTAL (N)	971	2070	1484	1566	3064 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

required, 5.0% were asked for proof of their college education and 10.7% were asked about their college achievement or grades. While 20.9% said the college education was helpful, 44.3% said that made no difference in their obtaining a job. The fact that college education was not a determining factor in obtaining a job was more noticeable in the case of males (53.7%) than females (40.0%). On the other hand the adult age (12.2%) more so than the college age student (3.8%) reported a job requiring a college education.

g) Summary

It is emphasized again that the academic transfer program at the British Columbia community colleges is developed specifically and solely to meet requirements of the universities for transfer credit. As such, these programs do not provide for the skills or techniques of a specific employment.

From responses to the Information Sheet it has been determined that 2,637 of the former students are employed either part-time or full-time. Of these students one-half (51.5%) have reported that their "college education did not make a difference in obtaining a job." Nearly one-quarter of those employed did feel that their college study had been helpful in obtaining a job although not required. Therefore, it would appear that the connection between college and employment for these particular students is rather a tenuous one.

5. Assessment of the College Experience

The Information Sheet contained four questions that could be generally described as pertaining to the student's assessment of the college experience. These were questions 15, 20, 21 and 22 (See Appendix E1).

a) Would Choose a Non-Academic Program if Enrolling Again (Question 15)

One measure of a student's satisfaction with their college program

was provided in question 15 of the Information Sheet. In this question the students were asked if they would enrol in a career technical or vocational program, instead of the academic program, were they to attend college over again. Apparently 16.4% had originally been on an occupationally related program and then switched over to the academic program, see Table 43. Some 45.2% of the respondents said they would not change programs whereas 38.4% said they would. This latter figure might seem rather high, however it is reasonably consistent with the observations made earlier in this chapter concerning the reasons for college attendance. Most students indicated they felt the goal of college education should be to acquire knowledge applicable to a vocation or field of special interest. Evidently some students feel this goal might be better achieved through a non-academic program.

b) Relationship of College Experience to Employment (Question 20)

Another assessment of the college experience might be the degree of relationship it had to the student's employment. In considering this measure, however, it should be remembered that the academic program is not designed for transfer to employment but rather for transfer to university.

Just over one-fifth of the students (21.5%) indicated they currently use skills learned in their major subject area (see Table 44). A further 19.5% indicated they used skills obtained outside their major field of study. Thus, a total of 41.0% reported using at least some skills in their employment which they acquired in college. On the other hand, 32.6% reported they did not learn any skills at college which would help in their job.

When considered by sex a slightly greater proportion of females (22.4%) than males (19.2%) reported use of skills learned in the major subject area. The male student (42.2%) was more inclined than was the female (28.1%) to believe he had learned no skills at college that would help in his job. The adult student (51.6%) was

TABLE 43

WOULD CHOOSE NON-ACADEMIC PROGRAM IF
ENROLLING AGAIN, BY SEX AND AGE

(Question 15 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Not Applicable	14.2	17.4	15.1	17.6	16.4
No	44.7	45.4	40.2	49.6	45.2
Yes	41.2	37.2	44.7	32.7	38.4
TOTAL (N)	1004	2135	1489	1660	3168 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

TABLE 44
COLLEGE EXPERIENCE AND EMPLOYMENT,
RELATIONSHIP, BY SEX AND AGE
(Question 20 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Responded "Yes" to:					
Not Employed	19.1	28.1	26.0	24.5	25.2
Use Skills of Major	19.2	22.4	12.2	30.0	21.5
Use Skills Outside Major	20.1	19.4	17.5	21.6	19.5
No Helpful Skills	42.2	28.1	42.4	23.5	32.6
Decided Vocational Interest	6.6	6.4	7.3	5.7	6.5
Helped in Tran- sition	4.8	4.3	7.2	2.1	4.5
Going Helps	18.3	19.4	17.4	20.6	19.0
TOTAL	982	2067	1469	1589	3075 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

far more inclined to state that college obtained skills were being used in employment than were the college age persons (29.7%).

c) Goal Attainment through College Experience (Question 21)

While the overall response percentages to question 21 are reported in the Appendix A1, Table 45 provides a better reflection of the results. Two figures are reported for each response option. The upper figure is the percentage of respondents reporting the particular response option as one of their goals. The lower figure indicates the percentage of these same students who stated they had attained their goal. For example, 51.7% of respondents said that to get a certificate or diploma was a goal. Of those who did report this as a goal, only 40.3% actually achieved that goal.

Of the goals listed, "to prepare for a new career" and "to get a general education" were rated by more former students than other listed goals (64.2% and 69.9% respectively). With the exception of obtaining a certificate or diploma, goal attainment was reasonably high, being recorded by at least 55% of the respondents.

The attainment of the social goal of meeting people and making friends was achieved by 89.2%; the goal of getting a "general education" was achieved by 87.2%; and to improve basic skills, achieved by 83.5%. To prepare for a new career was apparently reached by only 55.8% of those indicating it as a goal.

Generally speaking, the female appeared to attain her goal more frequently than the male. Further to this, the adult student, more so than the college age student, was likely to achieve the stated goals.

d) Agreement with College Characteristics (Question 22)

The final assessment of the college experience which was included on the Information Sheet was question #22. This question asked

TABLE 45

COLLEGE EXPERIENCE AND GOAL ATTAINMENT, BY SEX AND AGE

(Question 21 - percentages)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Responded "Yes" to:					
a) Certificate/diploma					
Was a goal	51.8	51.7	52.2	51.2	51.7
Goal attained	35.1	42.4	30.9	50.2	40.3
b) Determine voc. interest					
Was a goal	54.3	56.0	65.6	44.7	55.4
Goal attained	55.9	63.0	58.6	64.6	60.9
c) Prepare new career					
Was a goal	65.5	63.5	71.6	56.5	64.2
Goal attained	48.9	58.9	53.6	58.7	55.8
d) Appreciate art/culture					
Was a goal	42.9	50.8	43.2	53.1	48.2
Goal attained	66.2	78.7	67.4	81.3	74.6
e) Meet people					
Was a goal	57.5	59.8	68.1	49.2	58.9
Goal attained	87.5	89.9	89.5	88.5	89.2
f) General education					
Was a goal	73.3	68.4	75.7	63.8	69.9
Goal attained	83.8	88.8	87.8	86.4	87.2
g) Upgrade job skills					
Was a goal	44.8	50.3	43.0	54.2	48.5
Goal attained	56.3	79.9	55.6	75.6	66.7
h) Improve basic skills					
Was a goal	56.7	53.2	58.6	49.8	54.3
Goal attained	81.2	84.8	82.3	85.0	83.5
i) Variety of subjects					
Was a goal	49.7	52.2	56.4	45.9	51.3
Goal attained	78.5	83.3	81.5	82.2	81.8

the students to indicate whether they agreed with several characteristics often ascribed to colleges. The results are provided in Table 46.

The lowest agreement (23.1%) was given for the statement that "student counselling services are effective". Only 38.4% agreed that colleges "were concerned about the needs of students". Less than half (44.3%) felt that the "quality of teaching was high".

At the other end of the scale, 86.3% of the students agreed that colleges provide the opportunity to attend part-time and in the evening. As well 77.2% said the tuition fees are low; 75.0% said the admission requirements are reasonable; 74.2% agreed they could continue to live in their own community while attending college and 71.4% indicated that classes are of reasonable size.

There was considerable consistency in the pattern of responses by age and sex. While the percentages did vary slightly, statements with which males indicated strong agreement were the same ones chosen by females. Similar results were evident by age group.

6. Student Comments on Questionnaires

Although the questionnaire did not ask for any specific subjective responses from respondents, other than an open "your comments invited" section, approximately a third of the responding group chose to express a comment. After reading some 1200 of these responses, it is possible to summarize their comments in general terms. Some of the more interesting comments are reproduced verbatim in Appendix A2.

- a) The large percentage of individuals who did comment suggests that the opportunity to do so was appreciated. In fact, there were several who stated that view explicitly, noting the value of a study which was calling for former students views of the educational system. Some students indicated that the occasion had never occurred previously in their experience. A small number asked for a copy of the results of the study.

TABLE 46
 AGREEMENT WITH COLLEGE CHARACTERISTICS,
 BY SEX AND AGE
 (Question 22 - column percentages^a)

	<u>Sex</u>		<u>Age</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>College</u>	<u>Adult</u>	
Responded 'Yes' to:					
Tuition fees low	81.0	75.7	82.0	73.2	77.2
Teaching quality high	46.0	43.5	40.1	48.1	44.3
Counselling effective	23.8	23.0	24.8	21.8	23.1
Reasonable admission	75.8	74.8	76.2	74.2	75.0
Student mix positive	62.0	70.1	67.1	67.9	67.5
Student needs	38.8	38.5	35.8	41.0	38.4
Class size reasonable	73.0	70.9	75.7	67.9	71.4
Live in own community	73.5	74.7	71.7	76.8	74.2
Part-time study	79.9	89.3	81.1	91.0	86.3
Learning environment	51.2	57.7	49.8	60.9	55.5
TOTAL (N)	1019	2224	1530	1719	3263 ^b

^aAdjusted frequencies and excluding the "no response" category.

^bMay not equal sum of sex or age columns, due to unknown or invalid classifications.

- b) With regard to the question as to why students enrol in a college, the comments were intriguing. It seems that there are almost as many reasons as there are students to express them. The range covered every age group, vocation and degree of satisfaction with the experience.
- c) If a certain degree of extrapolation can be made from the limited number of respondents, students in colleges have great concern for teaching, counselling and "standards". There were several pieces of advice on how college teachers should be selected, how they should be supervised and how they should conduct their classes. Many students indicated that the level of teaching skills was highly variable and college administration should take particular care to select and, later, supervise the teaching staff. There were several comments with respect to counselling and counsellors. Apparently, students expect highly accurate advice from the latter and are critical if they perceive that such advice is not forthcoming. Clearly, counsellors are important members of the college community and there is a high degree of pressure upon them as a consequence.
- d) A large number of former students from rural regions in the province expressed concern over the lack of opportunity to complete a baccalaureate degree without moving to the "coast". This problem was freely cited as the reason for not continuing in post-secondary education. In some cases there was a sense of frustration and a suggestion that a degree granting institution had been promised but was still not available. It was evident that many potential clients for 3rd and 4th year degree courses were to be found in the interior of British Columbia.
- e) High on the list of expressed needs in the college was the availability of child care facilities. To many students continuing attendance at college was out of the question without a convenient child care centre. Again, for many students this lack was the reason for discontinuance.
- f) Another group of students recorded the view that the course scheduling was critical to their college attendance. More evening,

more weekend and more condensed scheduling were all suggested as high priorities for college planners. Some opinions were held that in times of financial cutbacks the first course times cancelled were those most needed by many students.

g) Perhaps not unexpectedly the problem of inadequate finances was often given as the reason for non-continuance. However, several students were openly critical of the condition under which student loans were available. Apparently many students are not familiar with the varieties of financial help available and others believe that there is considerable inequity in the system with regard to financial support.

h) It was apparent that there were a number of students contacted in the study who were still in attendance at their original college. Some had changed programs, others had taken a semester "out" and still more were "ineligibles" in terms of the study. Obviously, there are inaccuracies, for a variety of reasons, in a follow-up study of this type. Given the large numbers of students, institutions and record keeping procedures, such errors are probably inevitable. However, the numbers in this category appear to be small.

While the original list of subjects was correctly identified as "academic", some had taken only one college course under a special arrangement and, hence, had difficulty in recognizing themselves as "former college students". Again the numbers were small but it does point to the difficulty in correctly categorizing subjects in this type of research.

i) As the various comments were read, a subjective assessment was made as to whether each comment was "favourable", "ambivalent" or "unfavourable" about the college and/or college system. Many of the comments were simply explanations of earlier responses and therefore did not fit in with this assessment. For those which could be categorized, the resulting tally is shown in Table 47.

TABLE 47
Categorization of Students' Comments

	<u>N</u>	<u>%</u>
"favourable"	507	58%
"ambivalent"	76	9%
"unfavourable"	<u>288</u>	<u>33%</u>
TOTAL	<u>871</u>	<u>100%</u>

V. CONCLUSIONS

It is difficult to do adequate justice to the plethora of observations which this particular study has produced. To a large extent, the data gathered in the research dramatize the extraordinary impact of the community colleges in British Columbia upon the lives of so many of its citizens, of so many ages, backgrounds, motivations, aspirations and life styles.

Perhaps the most general conclusion is that there is no "typical" student enrolled in college academic programs who can be conveniently classified by any set of criteria or any established description of a "college student".

This chapter provides a review of some of the broader findings that emerged from the study.

1. The College Academic Program

- a) The study reinforced a fairly common hypothesis, which has been advanced on previous occasions in the literature, that the notion of "university transfer", as applied to the academic programs in the community colleges, is largely a misnomer. Evidently, students pursue academic credit courses more for their potential value and possible future use than for their immediate application to the process of transfer to other institutions.

Not only did many students express the view that transfer to university was not their primary goal, but several comments reflected the difficult conditions under which they pursued their current education, clearly making transfer to university a most improbable circumstance.

Comments from the questionnaire indicated a variety of socio-economic factors, family circumstances, geographic isolation and psychological barriers which contributed to the constraints

placed upon students' educational mobility. It was evident that, in many cases, the college experience had had a significant impact upon their lives. To other students, however, the colleges for one reason or another had proven to be a disappointment or an unrealized opportunity.

Even for many students who had made a successful re-entry into the learning environment, the college was effectively a terminal institution. Students in rural areas in particular found that degree completion at a university was an unrealistic or impracticable goal.

The study gave credence to the view that colleges provide academic courses and programs for large numbers of students for almost as many reasons as there are students. In this respect the colleges' longstanding commitment to the academic component of the curriculum is both defensible and desirable.

The comments and responses to the questionnaire items might well be interpreted as being in contradiction to those who view colleges essentially as institutions for the provision of vocational and technical training. It is obvious that, to many, the college is a source of intellectual stimulation which is locally accessible and, as such, represents a resource equivalent to the virtually inaccessible university.

- b) There has been considerable reference in the discussion of results to the apparent anomaly connected with the notion of "university transfer" courses, in view of the stated intentions of a large percentage of the students who enroll in them.

Presumably if many students take these courses for personal enrichment, characteristics of university transfer courses such as examinations, grades and formalized instruction would be of little concern. It has been suggested in the comments that colleges might recognize the problem by being less concerned with

the "transfer credit" factors and more with general education.

At the same time, it is recognized that experience in this regard has been of little help. Colleges have had limited success, in the past, with "general" academic courses which do not carry university transfer credit. For some reason students have shown little interest in these courses.

Comments on the questionnaires which were directed at "standards" were supportive of raising, rather than relaxing, the quality of the courses. Apparently students expect and desire high standards.

Given all of the foregoing, colleges are faced with a considerable dilemma in how to approach academic courses for a most heterogeneous student clientele. The concerns of the universities must be recognized, as must student expectations and faculty expertise.

It seems that the only satisfactory answer lies with continued negotiation at the individual academic discipline level. Experience in the United States suggests an evolving autonomy for the colleges while, at the same time, retaining the confidence of the universities.

- c) One apparent contradiction which emerged in the results was that which existed between students' stated views of the objectives of enrolling in post-secondary education and the program in which they enrolled.

While the majority indicated that vocationally related knowledge was of primary value, these students were enrolled in academic programs. There are a number of possible explanations for this phenomenon. Presumably, jobs are of concern in the long term for most students, whether they attend college or university. However, a general academic curriculum is considered complementary, rather than contradictory, to this objective. In this context, student behaviour is understandable.

In addition, other data indicates that many of the respondents in this study held a job during their college experience and, presumably, were less concerned about the immediate consequences of their study. This position is further supported by the students' response as to whether their college program was related to their job.

Finally, there is some indication that several students had enrolled in career or vocational programs after their initial venture into academic education. Others might well have not been able to enroll in the program of their choice immediately and had taken the academic program while waiting for the opportunity to eventuate.

In any event, the most appropriate conclusion to draw is that, irrespective of students' intentions with regard to a vocation, an academic program of study remains an attractive experience, particularly under the conditions provided through community colleges.

2. The College Student

- a) Another often repeated assumption supported by the research was that an increasing percentage of mature, part-time and female students were enrolling in community colleges. It was possible to compare some of the demographic data with similar statistics gathered in previous studies. Since 1972, the increase in proportion of part-time students has been impressive. As there is a predictive relationship between part-time study with age and sex, the proportion of the two latter variables increased correspondingly.

While these results are not surprising, they do dramatize the evolving character of the college student population and suggest a need for colleges to adjust their priorities accordingly.

A further relationship deserving comment is that which exists between demographic variables and reasons for attending college. Personal enrichment is a prime goal of older students and colleges might bear this fact in mind in timetabling and course planning.

In periods of financial constraint, institutions tend to limit the number of courses in less traditional time slots. This practice denies the realities of the changing student population.

However, if the trend of the past few years continues, and there seems to be no reason why it should not, colleges will have to make even greater adjustments to accomodate the changing student clientele. These adjustments may include more non-traditional course scheduling and decentralized facilities.

As these are initiatives which tend to create problems with faculty working conditions, the challenges for administrators are obvious.

- b) The study tended to support the view that the contemporary concept of "life long learning" was a practical reality. The substantial proportion of former college students who indicated that they were either continuing their education, in one form or another, or were intending to continue their education in the future, reinforced this assumption.

Another dimension to the subject was provided through the comments which revealed the backgrounds of many students. Several held professional degrees or technical qualifications, others had continued their interest in education for many years and some even referred to themselves as perpetual students.

The implication for institutions of post-secondary education, suggested by the foregoing, are also obvious.

- c) One statistic regarding the accomplishment of students' original objectives in attending college is worthy of particular note. Of those students who indicated their intention as being either one or two years of preparation for university transfer, a fairly significant percentage, approximately a quarter, noted that they had changed their original goal for one which was more "appropriate". A similar percentage was found in those who stated that they came to college to determine their vocational interest.

In both cases, it may be concluded that the college has played a role in helping students make decisions regarding their academic or vocational futures. While this particular function of the colleges has been documented in the literature, particularly in the work of Burton Clark¹, there has been limited evidence to indicate its success.

For the colleges in British Columbia, at least, there is now some indication of their function in this respect.

- d) To a limited extent, at least, the study results denied a minority view in the community that college students, particularly those in academic programs, were perpetual students who were not, or never intended to be, gainfully employed.

While the follow-up time frame was only nine months after the students' last enrolment in the college, the employment rate was quite high. Only 6% were job seeking and 2% were "unemployed", figures which, as noted earlier, were somewhat below provincial rates.

While it is true that some respondents were still full or part-time students, the overall record of employment is impressive.

¹Burton R. Clark, "The Cooling-Out Function in Higher Education". American Journal of Sociology, May 1960, Vol. 65.

It might be concluded that those who seek education after compulsory schooling are also those who contribute to the workforce. In one sense, it could be argued that much of the cost of their education is borne through the taxes generated from their own earnings.

With respect to the kinds of jobs held by former college students it is evident that "white collar" occupations, clerical, professional, sales and managerial predominate. While it is tempting to conclude that former students hold such positions because of their college education (although there are certain contradictions to this argument provided in other data), such a conclusion must be downplayed.

It may well be that the same variables: motivation, intellectual curiosity and energy; contribute both to an individual's desire to attend college and his ability to hold certain positions in the workforce.

3. The College Concept

- a) At the time at which the community college idea was being developed in British Columbia, the rationale for their establishment was based upon a number of essential criteria. Included in the latter were low cost, location within commuting distance in their region, reasonably open admission policy, comprehensive curricula and quality teaching and counselling.

The data gathered in this study tend to reinforce the conclusion that colleges have been successful in meeting many of the original criteria. Certainly cost and geographic accessibility were primary incentives for the greater proportion of their clientele in academic programs. If "particular program offered" may be interpreted as an expression of a comprehensive curriculum, this criterion was also met successfully.

However, for reasons which can only be hypothesized, the teaching reputation of the college and the perception of an intellectual environment seemed to attract a smaller percentage of students. This view was reinforced by the comments which were offered on the questionnaire.

Teaching and counselling met with mixed assessments by former students. While there were many who expressed considerable admiration for these two areas, there were several quite critical comments.

It might be suggested that colleges should spend more time and make greater efforts to ensure the quality of teaching and counselling. Institutions established with high priority upon these aspects of their operation cannot afford to allow indifferent or mediocre performances by their faculty. Judging from the responses to the questionnaire, students react strongly to unsatisfactory experiences with teachers and counsellors. Perhaps their expectations are unrealistic, perhaps they are more openly critical in view of their age and experience. But whatever the reasons, students are extraordinarily subjective in their judgments of college personnel. This conclusion underlines the vulnerability of the faculty and dramatizes the challenges of college teaching.

- b) The data gathered in the study does tend to support the view that there exists a reasonably large number of students who, largely for geographic reasons, are unable to complete a university degree and are somewhat frustrated after a successful college experience.

The wide dispersal of these individuals throughout the province suggests that an interior university would be of little use in meeting their needs. It does, however, indicate the potential value of the opportunity available through the Open Learning Institute.

- c) There was some evidence in the data to support the view that involvement in post-secondary education is positively related to the existence of a college in the region. Previous studies² have indicated that participation rates are higher in such districts.

In this study the responses to the category "college was there", as an option in reporting important factors in the choice of a college, were in excess of 30%. In addition, students from "non-commuting" colleges, i.e. beyond range of a university, responded at a rate of almost fifty percent to this option.

While the term "college was there!" may be regarded as non-specific, it undoubtedly summarized the reason for college enrolment by a large number of students. While open to different interpretations, the data does tend to support the relationship noted above.

4. Summary

In conclusion, despite the difficulties encountered in carrying out a study of this type, it can be said that the exercise was worthwhile.

While the data reinforced certain assumptions about community colleges and the students which attend them, it did open others to question. More than this, however, the study exposed a behaviour pattern in society, related to education, which is in a state of evolution. Clearly, there were specific differences revealed in the characteristics of college students from those found in other studies conducted as recently as five years ago.

If colleges, universities and other institutions of tertiary education are to respond effectively to a changing clientele, it is imperative that they be cognisant of the variety of change and the degree to which it is occurring.

²Dennison, John D. et al, The Impact of Community Colleges.

For these reasons it seems essential that efforts be made to monitor the system accurately and regularly, to base policy and practice upon real, rather than assumed data, and to re-inforce the impression that the view of the broad community, students, employers and taxpayers are considered in the process.

In the context of the above, this particular study is merely a first step.

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APPENDIX A
DETAILED FOLLOW-UP SURVEY RESULTS

1. Information Sheet Responses
2. Selected Verbatim Comments from Students

N =		Province Weighted 3367
		%
1. COLLEGE ENROLMENT		
1. Full-time student		36.7
2. Part-time student		60.2
N.R.		3.0
2. MAJOR SUBJECT AREA OF STUDY		
1. Science		17.0
2. Social Science and Humanities		34.9
3. Fine Arts		7.9
4. Languages		10.4
5. Recreation and Physical Education		2.3
6. Business		10.4
7. General		10.5
N.R.		6.7
3. STUDENT CHANGED FROM ACADEMIC TO CAREER PROGRAM OR VICE VERSA		
1. No		84.2
2. Yes, because of change of career goal		5.4
3. Yes, on counsellor's advice		0.2
4. Yes, more opportunity in another field		1.9
5. Yes, due to unsatisfactory progress		0.9
6. Yes, dissatisfied with curriculum		0.6
7. Yes, other		3.8
N.R.		2.9

N =		Province Weighted 3367
		%
4. ORIGINAL REASON FOR ATTENDING COLLEGE		
1. Complete one year for transfer		13.0
2. Complete two years for transfer		19.6
3. Complete one year but <u>not</u> transfer		0.8
4. Complete two years but <u>not</u> transfer		1.2
5. Complete secondary school requirement		1.5
6. Upgrade/learn new skills or trade		10.9
7. Personal enrichment		23.7
8. Undertake career program		12.9
9. Study until job available		0.6
10. Determine my vocational interest		2.6
11. Undecided about academic future		8.1
N.R.		5.2
5. ACCOMPLISHED ORIGINAL REASON		
1. Yes		35.7
2. No, pursuing objective elsewhere		6.1
3. No, hope to in future		34.6
4. No, but have since leaving college		1.8
5. No, changed to more appropriate one		14.7
6. No, and no plans for further education		1.8
N.R.		4.9

N =		Province Weighted 3367
		%
6. IMPORTANT FACTORS IN CHOICE OF COLLEGE (Responding 'Yes')		
1.	Teaching reputation	13.4
2.	Low cost	48.7
3.	Close to home	66.4
4.	Friend going	8.4
5.	Financial aid offered	3.2
6.	Intellectual environment	8.4
7.	Parental advice	3.6
8.	Advice of spouse	1.4
9.	Counsellor's/teacher's advice	7.1
10.	Particular programs available	41.6
11.	Refused admittance to first choice	4.3
12.	Good physical facilities	2.5
13.	College was there	30.9
7. WITHDRAWAL REASONS		
1.	Educational objective achieved	23.6
2.	Inadequate financial support	5.6
3.	Had to financially support family	2.4
4.	No sense of accomplishment in college	2.9
5.	Low grades	1.4
6.	Felt unable to do college work	1.0
7.	Personal reasons	17.9
8.	Dissatisfied with college attitude	2.0
9.	Lost interest in studying	4.6
10.	Wanted full-time employment	6.6
11.	Desired skill/trade not offered	3.0
12.	Wanted to attend other institution	4.2
	N.R.	24.8

N =		Province Weighted 3367
		%
8. REASON FOR NOT ATTENDING UNIVERSITY		
1.	Presently attending university	-
2.	Not afford cost of university	10.2
3.	Unable to transfer due to low grades	2.3
4.	Lack pre-requisites for program	5.2
5.	Educational purposes achieved	5.7
6.	University had nothing to offer	2.6
7.	Secured job	6.9
8.	Never intended to transfer	16.9
9.	Other	35.4
	N.R.	14.9
9. IMPORTANT REASON TO CONTINUE EDUCATION		
1.	Presently enrolled in education	17.2
2.	If college located for commuting	2.8
3.	Vocational institute located near	0.5
4.	Adequate financial assistance	7.7
5.	Need education for job I want	9.5
6.	Family does not need financial support	6.4
7.	University within commuting distance	5.6
8.	Interesting program of study	6.1
9.	Direct benefit to employment	19.2
10.	Other	17.3
	N.R.	7.7
10. MOST IMPORTANT OBJECTIVE		
1.	Knowledge for job	54.1
2.	Skills for critical thinking	15.7
3.	Emotional/social adjustment	3.9
4.	Broad general outlook	20.9
	N.R.	5.5

N =		Province Weighted 3367
		%
11. HIGHEST LEVEL OF EDUCATION		
1.	Graduate from secondary school	1.2
2.	Trade qualification	4.8
3.	One year college	1.7
4.	Two years college	5.4
5.	Technical institute diploma	7.9
6.	Bachelor's degree	21.9
7.	Professional degree	8.6
8.	Master's degree	8.3
9.	Ph.D.	3.1
10.	Have no idea	31.3
11.	N.R.	5.7
12. FINANCING EDUCATION IN FUTURE		
1.	Already in education	8.1
2.	Parents and/or family	8.9
3.	Government student assistance	10.2
4.	Full-time job	15.5
5.	Part-time work	11.3
6.	Scholarship/bursaries	0.9
7.	Personal savings	32.9
8.	Other	4.8
	N.R.	7.5

N =		Province Weighted 3367
		%
13. PRESENT ACTIVITY		
1.	Employed full-time	45.7
2.	Employed part-time	9.5
3.	Employed and education	9.6
4.	Full-time student	10.6
5.	Part-time student	1.4
6.	Full-time household/family duties	10.3
7.	Unemployed, seeking job	5.8
8.	Unemployed, not seeking job	2.2
8.	N.R.	5.0
14. TYPE OF POST-SECONDARY EDUCATION		
1.	Not taking post-secondary education	36.0
2.	Formal education	37.3
3.	Non-credit courses	15.5
	N.R.	11.2
15. TAKE CAREER RATHER THAN ACADEMIC PROGRAM		
1.	Took career program	15.4
2.	No	42.5
3.	Yes	36.1
	N.R.	5.9

N =	Province Weighted 3367
	%
16. TYPE OF WORK SINCE LEAVING COLLEGE	
1. Clerical	19.3
2. Farmer	0.5
3. Managerial	5.3
4. Mining, logging, fishing	2.4
5. Professional	13.9
6. Sales	6.4
7. Semi-skilled work	3.8
8. Service	4.2
9. Skilled worker	4.3
10. Technical	2.9
11. Transport, communication	2.9
12. Unskilled worker	4.8
13. Other	15.5
N.R.	13.8
17. TIME TO FIND JOB AFTER COLLEGE	
1. Have not worked since leaving college	11.8
2. Had job before leaving college	41.7
3. Less than one month	20.4
4. One to six months	13.3
5. More than six months	3.3
N.R.	9.4

	Province Weighted 3367
N =	%
18. LOCATION OF FIRST JOB AFTER COLLEGE 1. Have not worked since college 2. Peace River and Northeast B.C. 3. Northwest B.C. 4. Central Coast 5. Okanagan 6. Kootenays 7. Central B.C. 8. Vancouver Island 9. Lower Mainland and Fraser Valley 10. Canada, but outside B.C. 11. Outside Canada - N.R.	11.6 1.7 2.8 1.2 5.6 3.6 7.6 11.5 38.5 3.7 1.5 10.7
19. COLLEGE/EMPLOYMENT RELATIONSHIP (Responding 'Yes') 1. Not presently employed 2. Required to have college education 3. Employer required proof of education 4. Employer asked about grades 5. References required from college 6. College study helpful but not required 7. College did not help in obtaining job	21.7 7.4 4.6 9.8 2.8 19.0 40.3

N =		Province Weighted 3367
		%
20. COLLEGE/JOB RELATIONSHIP (Responding 'Yes')		
1.	Not presently employed	23.0
2.	Using skills in my major subject area	19.6
3.	Using skills outside major area	17.9
4.	No college skills that help in job	29.7
5.	College helped decide vocation interest	5.9
6.	College helped transition to employment	4.1
7.	Just going to college helped in job	17.4
21. COLLEGE EXPERIENCE & GOAL ATTAINMENT		
a.	To get certificate or diploma	
1.	Not a goal	39.6
2.	Goal attained	17.3
3.	Goal not attained	25.4
	N.R.	17.7
b.	Determine vocational interest	
1.	Not a goal	35.7
2.	Goal attained	27.1
3.	Goal not attained	17.3
	N.R.	19.9
c.	Prepare for a new career	
1.	Not a goal	29.1
2.	Goal attained	29.1
3.	Goal not attained	23.0
	N.R.	18.8
d.	Appreciate art and culture	
1.	Not a goal	41.7
2.	Goal attained	29.1
3.	Goal not attained	9.6
	N.R.	19.6

N =	Province Weighted 3367
21. continued	% 33.4 42.7 5.2 18.7 24.3 49.1 7.2 19.4 41.5 26.1 13.0 19.5 36.8 36.5 7.2 19.5 38.9 33.5 7.5 20.1
e. Meet people and make friends	
1. Not a goal	
2. Goal attained	
3. Goal not attained	
N.R.	
f. Get general education	
1. Not a goal	
2. Goal attained	
3. Goal not attained	
N.R.	
g. Upgrade job skills	
1. Not a goal	
2. Goal attained	
3. Goal not attained	
N.R.	
h. Improve basic skills	
1. Not a goal	
2. Goal attained	
3. Goal not attained	
N.R.	
i. Able to choose from variety of subjects	
1. Not a goal	
2. Goal attained	
3. Goal not attained	
N.R.	

N =		Province Weighted 3367
22. AGREEMENT WITH COLLEGE CHARACTERISTICS (Responding 'Yes')		%
1. Tuition fees are low		74.9
2. Quality of teaching is high		42.9
3. Student counselling services effective		22.4
4. Reasonable admission requirements		72.8
5. Mix of students reasonable		65.4
6. Concerned about needs of students		37.3
7. Classes reasonable size		69.2
8. Continue to live in own community		72.0
9. Provide opportunity to attend part-time		83.7
10. Interesting learning environment		53.8
23. SEX		
1. Male		30.7
2. Female		66.8
N.R.		2.4
24. AGE		
1. Under 18 years		0.1
2. 18 to 24 years		45.7
3. 25 to 34 years		25.6
4. 35 to 44 years		15.7
5. Over 44 years		10.7
N.R.		2.1

APPENDIX A.2: Selected Verbatim Comments from Students

In response to the questionnaire item, "Your comments are invited", many students wrote in a wide range of comments. The following are a few of the more interesting responses, reproduced verbatim. (Gramatical, spelling and punctuation reproduced as written by the respondents.)

Note: The following examples of verbatim comments from respondents are presented as evidence of some of the disparate reasons why students enroll in academic courses; the variety of personal backgrounds; and the particular student concerns.

It must be emphasized that the comments are not intended to reflect an evaluation of the institutions. While students offered both positive and negative reaction to community colleges, no attempt has been made to representatively sample such viewpoints. The comments are intended only to dramatize the conclusions presented earlier in the report.

Female, Over 44 years

"Being 46, with children almost all off my hands (attending Junior High & High School) - I would appreciate a greater variety of courses which would enable one to complete a course of study in whatever one was interested in - which is not easily possible for women who still have home duties and are therefore limited to the choice offered in local community colleges. It would also be appreciated if one could complete a course and not just do the first two years as is presently the case in community colleges as it is not easy for a family woman to leave home and continue her education at university."

Female, 18 to 24 years

"I went to Langara to study English 100 for personal enjoyment and doing something constructive. I enjoyed classes however I did learn some things which were beneficial to my present job but I could have done well without it!"

Female, 35 to 44 years

"Course required was not offered at a time I was able to attend. At the college I attend a better system of part-time day care would be useful. There is also a long waiting list for full-time day care. Some instructors more interested in empire building."

Male, 25 to 34 years

"Attending Selkirk College in the Regional & Community Planning Technology Program was the most important and fulfilling decision of my life as it provided me with a life-time career. My career is not only financially rewarding but intellectually rewarding something I'll treasure forever!"

Female, 25 to 34 years

"Although, I am now only a part time student currently living in the Kootneys, I have found both Fraser Valley & Selkirk College to have exactly what I needed. My only wish is that I could obtain a University degree at my Community College."

Female, 25 to 34 years

"Organized day-care would be a definite plus on any campus - (or near it - referred privately). I need more help knowing the best courses - the technical ones I want don't seem to be offered here. How about more courses being offered in other buildings, through the college, such as hospitals, so more technical course can become available."

Male, over 44 years

"As soon as time allows, and assuming an interesting course on literature is available, I'll go back to Camosun. Instructor's interest and attitude excellent. Spared neither their effort nor time."

Female, over 44 years

"I enjoyed classes I attended and have continued with relate readings, museum visits, etc. Found age no barrier nor detriment, students all ages interested. Will attend again next fall, I hope."

Male, 18 to 24 years

"The teaching at the college I attended was fairly good, but the administration and counseling was very poor."

Male, over 44 years

"I am 55 years old. I do not have a degree, nor do I intend to pursue one at my age. I take courses which help me in my work and those of a personal interest. The latter category may interest me more in the future."

Female, 18 to 24 years

"Although the job I am now working at does not require skills acquired at college, I in no way feel my college education was useless. I am working full time in order to save enough money to support myself during full-time enrollment at a university. I would not have withdrawn from college and would presently be furthering my education if I have been able to support myself financially."

Male, 18 to 24 years

"Not enough enthusiasm to help encourage a student. College is just like high school."

Male, over 44 years

"I completed the course on Native Indian Studies for my own enlightenment. Being 65 years old my contribution in completeing this form may confuse things!"

Female, over 44 years

"Married 27 years - parent to 4 children plus 8 foster children for varying lengths of time. Perpetuai volunteer!"

Former experience as comptometer operator and nurse's aide. Returned to school to see if I could learn. Biology 110/111 (after 35 years!) and Anthro. Loved them both. Enjoyed the young people. But jobs available require more specific training than I have - or offer backbreaking labour for little return. Would continue studies if part-time job can be found."

Male, 18 to 24 years

"I feel the college I attended did not provide the high quality of education needed to continue my education at university. The intellectual level was aimed more at people who were long out of school rather than those with serious educational goals."

Male, 18 to 24 years

"The most impressive thing about the community college I attended was the opportunity for individual instruction ie: small/student ratio and thru office hours observed by the professors."

Female, 35 to 44 years

"With a growing number of problems faced by students, (single parenting, housing shortages, high cost of transportation), I feel a greater number of courses should be made available through correspondence. Certificate programs such as, Social Workers Aide, could be completed at home at a pace comfortable to the student. The development of audio-visual centers in local schools could make available an unlimited number of courses to study to the part-time, mature student."

Female, 25 to 34 years

"I would like to see more provision for students who have to work shifts e.g. choice of morning or afternoon classes each week."

Female, 18 to 24 years

"After completing Grade 12, I had no idea what I was going to do - i went to College. My marks were similar to those I had in school, I guess I really didn't want to learn. What i have found out is that you really need some sort of training, to do any 'life-time-type' job. I am going back to College."

Female, 18 to 24 years

"The B.O.T. course I have recently completed gave me a new outlook on life. For the first time I have a job that I enjoy; it is challenging and I feel confident that I can handle it.

This is a direct result from my Cap. Coll. training course."

Male, 18 to 24 years

"I felt that there were a few teachers on staff that were not qualified to teach, while there were others who were exceptional as teachers and people."

Male, 25 to 34 years

"I feel that community college has been an excellent tool in helping me to reset my goals & has helped me to obtain my goals."

Female, over 44 years

"The College Staff were very encouraging and made me feel at home - other students too were very congenial and I thoroughly enjoyed every lecture. Very enjoyable and helpful experience in employment opportunity and in general self satisfaction. Would very much like to return."

Female, 35 to 44 years

"Community College is the best thing since compulsory education for children. It's allowing women like myself to prepare for a career after motherhood."

Female, over 44 years

"I think community colleges are extremely important for the following reasons:

- 1) They form an excellent bridge between high school & large university. I feel its very important to have & keep a high standard in academic courses as well as technical.
- 2) They are close at hand for people who have a limited amount of time but wish to upgrade or just "keep learning".

Many people have free time and busy people are mentally healthy and alert."

Female, 35 to 44 years

"The quality of some of the teaching staff was high but a few were very poor. (dull and obviously not interested in the subject they were teaching)

Female, 35 to 44 years

"As a full time homemaker, I have finished 2 years (Univ. Transfer) on a part time basis. Unfortunately, since I live in the interior, I have come to a dead end. I feel we need 3rd and 4th year University Transfer courses in the northern interior. All 3rd & 4th year courses that come are B.Ed. - how about BA courses?"

Male, 18 to 24 years

Teachers have little interest in students. Material taught in most academic courses is irrevelant and unapplicable in today's world. Counsellors are poor. Learning atmosphere is stagnant."

Female, 35 to 44 years

"My husband & myself are self employed full time farming (no family). We both do college and university courses for self enrichment when we have spare time available. Any credits gained might be put to use later if we find enough time to complete a degree of some sort."

Female, 35 to 44 years

"I enjoyed every moment at college, and would love to continue on a part-time basis if child-care arrangements were readily available."

Female, 35 to 44 years

"The presence of a college in my community influenced my interest on education. I would never have had the confidence to register in a full-time course at U.B.C. At Cap. College I could take one course at a time at night so I didn't need a baby-sitter."

Female, 25 to 34 years

"It was generally noted that the students most disruptive in any class were straight out of highschool. Therefore, I feel requirements should included a year in the workforce encouraging students to understand their worth & their professor's worth.

Colleges would not be abused to the extent that they are!"

Female, 18 to 24 years

"In my first college stint I didn't find the teaching quality met the standards I'd expect in a post-secondary institute. However, in the program at the college I intend now the quality of the teaching is excellent; very specialized & positive."

Female, 25 to 34 years

"When I decided to apply to go into nursing as a career, I had to go back to school and upgrade even though I had first year university, as I had been out of school for 11 years. My counsellor @ Camosun College was instrumental in getting me enrolled in the classes I needed to take. If I had not had excellent counsellors and instructors I would not have been able to enroll in nursing in Sept. 79. I am almost finished my second year of nursing thanks to our Community College."

Female, 35 to 44 years

"Community college is a God-sent! Thanks!"

Female, 25 to 34 years

"I feel in certain areas the quality of instructors could be improved and a more definite outline of courses offered."

Female, 18 to 24 years

"College helped me to mature, decide what it was I wanted to do. I had first gone into a nursing program because I didn't know what I wanted. Later, I switched to social sciences and made the decision as to what exactly it was I wanted out of school."

Female, over 44 years

"Many questions not too applicable as I had a Univ. degree before attending college. Many women find colleges a useful "stepping stone" back to the outside world after yrs. of homemaking - a valuable career & emotional service."

Female, 35 to 44 years

"Some universities will not grant full credit to college courses which can be very disillusioning. Counsellors should be very careful to have the correct information for prospective transfer students."

Female, 25 to 34 years

"Going to college helped me straighten out my emotional and psychological life, making me happier with myself, confident about my contribution as a person, mother, daughter, etc.

Because of college, there is about 100% more rational person walking this earth.

Doing college level course gave me confidence in my intellect. Found the community college environment stimulating. Enjoyed all subjects: psychology, math, history, English, etc. etc. etc. (can't rave enough)!"

Male, 25 to 34 years

"Councillors - not very clear in explaining as to how one should go about achieving ones goal."

Female, 25 to 34 years

"Some questions were difficult to answer because there are too many personal variables. Also I have attended courses at many different institutions for many different reasons over the past 8 years. Also the employer offers many workshops, etc. that are more job-related than those at the colleges, so basically any further education I take is for my own interest, with a possible view to a later career change. It also depends on how much money I have available at the time. Thanks for this opportunity."

Female, 35 to 44 years

"I chose to take a few (still am) academic college courses primarily for self-enrichment; keeping in mind that perhaps someday when my children have grown I may be able to apply what I have learned to a new career."

Female, over 44 years

"The quality of teaching was reasonable but the standard set was far too low. Anyone transferring to university would have considerable difficulty coping i.e. English grammar"

Male, 25 to 34 years

"I have no regrets for spending 2½ years at two different Colleges and not attaining my original goal (as you can see I almost learned to write as well). I gained a lot of personal knowledge, met a lot of interesting people, and ultimately decided on my career goal."

Female, over 44 years

"I feel the college provides a wide range of opportunities for lots of people. Whether one attends with a special goal in mind or just to acquire certain skills to enrich one's life. For the young, that felt school was not for them, approach college, after a couple of years away from the learning process, with more maturity and a second chance. The availability of colleges throughout the province is a wonderful opportunity."

Male, 35 to 44 years

"I value the opportunities allowed by community college but - there is an air of 2nd class about them both in self attitude and public perception. There is a stifflingly conservative attitude and an avoidance of 'oomph'. The design and decoration do not 'advertise' the college as a place of learning but rather as a warehouse - Administration seems reluctant to exhibit enthusiasm and doesn't sell the college well.
- Please note, this is an observation and not meant to be unkind."

Male, 18 to 24 years

"My present job is not related to my college skills. I did not obtain my original goal at college, but the experience proved to me that I want a job that requires a high level of education and helped me set my new goals."

Female, 25 to 34 years

"Fraser Valley College helped me to regain my own confidence which enabled me to achieve goals far beyond my expectations! I have since opened a store selling hot tubs, jacuzzi's etc. etc. and I love it. I plan on returning, to continue my education."

Female, 18 to 24 years

"My major reason for leaving was due to counselling errors and no guidance whatever, prompting me to leave college until I could decide what to do about my education! There is a need for concerned informed counsellors!"

Female, over 44 years

"I love the college. I also love Political Sciences. Very interesting. Very good teacher I have. I am not able to write or express the course I was attending, my vocabulary is very limited. Because I do not write essays it make me feel useless just to sit and listen to the course I'M taking. I feel uneasy and am shy. The young students will find it funny that a 67 year old is sitting and does not write exams. I don't know what the teacher might think? My teacher has been most helpful."

Female, 25 to 34 years

"Questions 16 & 17 have no appropriate answer for a former teacher, now housewife, by choice, who took an arts course purely for interest, but did work part-time in a job unrelated to my college studies."

Female, 25 to 34 years

"personally feel that teachers were too "academic" & not oriented to the real world of business & business practices."

Male, 18 to 24 years

"I attended college because I had no plans for my year after Grade 12. I really had not goals or plans in mind other than giving myself some time to decide on a career. College helped me realize that my interest was not in the areas I was studying in. I am presently enrolled in a course which will give me a B.A. upon completion of 2½ years of study in the U.S.A."

Female, 18 to 24 years

"My basic reason for attending college was for my own personal enjoyment. I had to quit because work didn't allow me to continue. However, I intend on returning in the future and may persue a career."

Female, 25 to 34 years

"I am a home-maker with 2 pre-schoolers. I found it difficult to pay for babysitters while I attended day-school. I feel there should be incentives for young mothers to get involved on furthering their education."

Female, 18 to 24 years

"I prefer to attend college over university because college is more personal

-instructors are interested and helpful to individuals; class size allows for good class discussions etc. I am presently attending Child Care Worker Program at Douglas College. I don't believe I will ever attend University now.

I have learnt a lot at College. I didn't know what my career would be and going to college helped me to decide."

Female, over 44 years

"Being an older student I was very apprehensive and often felt inadequate. Thanks to the encouragement I received from staff and fellow students - going to College - was a very enjoyable and stimulating experience for me."

Female, 18 to 24 years

"Must attend college during the evening as I have two children pre-school age. I hope all the courses I need will be offered in the evening."

Female, 18 to 24 years

"Going to college, sparked off my interest in generally learning about everything. College opened my eyes to what life was all about and also as to how much more I had to learn/and how much there was to learn."

Female, 25 to 34 years

"Many questions don't apply to me. Have a BSc & M.D. degree and took a sociology course for interest."

Female, 18 to 24 years

"The standard of teachers is low. It would be a lot better if there were qualified teachers instead of any person they could get hold of to do the job. The courses would be better, more interesting, would get more out of it & student moral would be higher."

Female, 35 to 44 years

"It was a thrill for me to complete my first year of college with a 3.4 average having quit school at age 14 with only 3 mo. high school."

Female, 25 to 34 years

"Attending college gave me personal enlightenment and self satisfaction."

Female, 25 to 34 years

"Counselling Services were poor at the college attended."

Female, 35 to 44 years

"Never let present facilities go and do try to enlarge. For a mature student college is fine, no need for social life a university offers. A no frills education available is what I need - pretty buildings don't count, only top teaching staff."

Male, over 44 years

"I am an old age pensioner & have a Master's degree in Civil Engineering, obtained in 1948 - Present interests run to Anthropology, Archaeology & Geology & intend to take more courses in these subjects in future."

Female, 18 to 24 years

"I was rather dissappointed with my university transfer as course credits changed - I found now after taking my courses with the college they are un-assigned credits. I think there should be a standard course between university & college as that is the reason for the college to allow an individual to head right into university 3rd yr.

I was going to go to college for another semester but now since the courses aren't directly transferable (credits) no way!"

Female, 35 to 44 years

"I feel it is wrong to look at the skills obtained at college in immediate marketable terms. Many wives and mothers of school age children enroll for personal enrichment in the present and as a form of insurance should they decide to enter the work force at a later date. Personally I have felt the example of education as an ongoing process without age limit sets a fine precedent for those young people who can hardly wait to complete their education in Grade 12."

Female, 35 to 44 years

"Colleges are great opportunity to help people achieve their potential abilities without having to sacrifice everything else worthwhile in life, such as family & social recreational activities."

Female, 18 to 24 years

"I felt that the quality of the teaching staff was, in some instances, very poor. Many of my instructors simply did not have the interest in their classes to make them stimulating to my mind. This factor certainly played a large part in my loss of interest & subsequent withdrawal from the college."

Female, over 44 years

"Am presently retired and am a 2nd year part time student. Sixty six years old and hoping to have a B.A. in Eng. Litt. before the age of 75."

Female, 18 to 24 years

"College was an experience which I am glad to have had. It helped me find myself and decide my future. I recommend it to anyone who has left highschool."

Female, over 44 years

Appititude tests should be manditory and counsellors need to be more perceptive. Only one was of benefit to me & even she was not attuned to my total situation.
The Learning Assistance teacher was the most helpful of all the personel I met."

Female, over 44 years

"A community college is a great asset. We enjoy Friday concerts and Sunday shows, my husband has taken music lessons. The advert of teachers has enhanced the community as well."

Female, 18 to 24 years

"Any post secondary education is good for "personal enrichment" & a great experience both mentally & physcially in an interesting & grown-up environment. Hopefully I'll be back for evening classes in the future! Thanks for caring about the students!"

Female, 25 to 34 years

"Since I have attended a satellite campus of a Community college the academic courses I wish to take are not often available. Vocational and technical courses seem to be more popular (due perhaps to demand or government assistance) At his point I feel that University Summer Sessions and possibly Correspondence courses will best fill my needs since I still wish to be home with my children."

Female, 25 to 34 years

"This questionnaire is probably not designed for the type of casual, non-credit student I have been. I have already completed a masters program at U.B.C. but enjoy taking academic courses as well as other general interest courses that the college offers."

Female, over 44 years

"I thoroughly enjoyed every minute of my studies at Camosun College. Mingling with younger people and with excellent teachers (only I was "misplaced in his calling") completely rejuvenated me. Because of my varied life experience and former career (nursing) experiences, I felt I also contributed much to the discussions and general daily activities - and also to those delightful human beings around me. My positive attitude rubbed off at home as well, and I know that my husband and 5 children (who supported and encouraged me) benefitted from my year's college experience.

I'm proud to have been a part of Camosun College!!! - and hope to do it again in another field!!"

Male, 25 to 34 years

"In certain instances, persons attending classes seemed to regard them as a recreation rather than a serious learning situation and were not concerned with any kind of goals set out by the instructor. I feel this attitude was not beneficial to others & allowed the classes to be turned into "gab-sessions's" resulting in an apathy toward course materials."

Female, 35 to 44 years

"I am a single parent - the community college career program in which I am enrolled has been most beneficial in preparing me with confidence, for the business world again after some years as a homemaker. I like the smaller college in contrast to the factory atmosphere of universities."

Female, 18 to 24 years

"Very impressed with EKCC. I wish I could obtain a bachelors degree there. It is too expensive to live in Van. or Victoria and go to university. I can't make enough money in the summer!"

Female, 18 to 24 years

"I expected College to be more demanding instead of a high school for adults therefore I feel I lost interest because it wasn't challenging."

Female, over 44 years

"Will continue to work at academic credit courses for fun, fulfillment and eventually a bachelor's as time permits. Part-time attendance makes this possible."

Female, 18 to 24 years

"I have really enjoyed my time at the college. One of the main things that I liked was that age was not a factor, and I had been able to find out a lot of things from a Grandmother in one of my classes and also what life was like when she was young. Keep up the good work!!"

Female, 35 to 44 years

"I found the quality of teaching to be either excellent or very poor. The better teachers, of course, had the larger classes and this took away from their courses."

Female, 25 to 34 years

"Living in Nanaimo, I feel we're fortunate having Malaspina located in our Community. I have attended several times for different reasons and have never been able to complete what I started, but all for difficulties at home - nevertheless, leaving me with immense feelings of frustration. Now I'm involved in R.E. and in May have to attend the Post-licensing course. Lucky for me I'll only have to drive 5 minutes! Malaspina will play an important part in my future as I'm convinced all the upgrading & continuing education is vital to survival. My personal goal is to get a degree and hopefully someday, a Masters in Business. And I can start working on it right here!"

Female, 35 to 44 years

"The fees and the smaller size institution plus the enthusiastic support of the teachers & counsellors make returning to school a very pleasant experience for the mature student. Much to my own delight I am now on my way to getting my Masters degree in music."

Male, 25 to 34 years

"Quality of teaching is sporadic, some excellence, some average to good, and some very poor. Higher level co-ordination and decision making seems distant from actual education situation.

I feel provision must be made for students who wish to round out their abilities in various fields but there seems too many students just using College as a stopgap to ward off making a decision about their future."

Male, 25 to 34 years

"Since I am not a representative student enrolled in VCC. I doubt whether my information should be included in your study. I have a Ph.D. degree and am pursuing a career as a clinical chemist. The only reason I enrolled in the German language courses in VCC was for personal enrichment."

Female, over 44 years

"Capilano College was the best thing that happened to the North Shore. I hope programs will be expanded - especially the evening classes, which have been greatly curtailed during the last two or three years."

Male, 18 to 24 years

"I found that the councilors at the college were uninformed. If I had not spoken to university councilors afterwards I would have been misled and would have taken the wrong courses."

Female, over 44 years

"Our local Community College is the most positive, construction asset in our city!"

Female, 18 to 24 years

"College provided me with an interesting & stimulating environ in which to decide whether or not to go back to my original career as a nurse."

Female, 25 to 34 years

"Instruction at colleges is hit & miss - often poor instructors either because they don't know how to teach or because they have no practical experience in their subject."

Female, 25 to 34 years

"I feel that community colleges are a very important part of post-secondary education. They give the student the opportunity to decide if his or her choice of study is right before they progress too far. They also enable the part time student to continue his studies at his leisure and convenience. This I believe, also encourages more people to enroll in part time studies."

Male, 18 to 24 years

"I attended Cap. College from 1977-78 (4 sem) and that was the most important and positive decision I made. I feel, my education at College really prepared me for university. I adapted really well at S.F.U. and had no major problems handling the course load - 16 cr. hrs. per semester that I took.

This summer I will graduate with a B.A. (honors) and begin graduate work next year - My ability to do class presentations, write papers stems directly from my educational experience at Cap. College. I was a B student at Cap, at S.F.U. I became a A student - believe me college education had a lot to do with that."

Male, 18 to 24 years

"Schedules for classes generally poorly designed. students taking full load of science courses have trouble getting proper time-table or sometimes must drop courses all together."

Female, 35 to 44 years

"I feel Community Colleges are great - especially Capilano College. My teachers at the college were just tremendous! I prefer smaller institutions for learning such as Cap. College. I would like to see more practical job experience related to the courses offered at Cap College. For example, one month, or more practical training at Riverview, Woodlands, etc. to correspond to the psychology and sociology courses. Admission requirements for mature students are excellent. I believe colleges should be places where students want to learn, even just for self-interest. I hope the colleges never change their policy for admission. One of the most worthwhile things that I have done in my life was to attend Capilano College. And I didn't have to show some high school certificate to prove that I was an A,B,CD or E student."

Female, over 44 years

"Going to Camosun after 30 years away from school was a big step - made easier by their 'Returning to Learning Course - My teacher is excellent. I find the atmosphere great. I hope to keep taking courses for years."

Male, 25 to 34 years

"With all due respect, and only being able to comment on courses taken, I found individual progress on more than one occasion discouraged, and academic freedom only "free" within certain confines. I feel that instructors should be more carefully screened, and lastly, much more attention given to career and vocational training. Thank you for your inquiry!"

Male, 18 to 24 years

"Community College was a liberating experience after 12 years of core curriculum, because it fostered in me a more informed, objective, and critical outlook. The only problem was with limited course offerings. More Sections and a wider course selection are badly needed."

Female, 35 to 44 years

"I feel that Community Colleges are a definite asset to a Community as they offer courses to all ages and to someone in my age group, it is wonderful to be able to go back to a learning programme whether it be for further studies or just for the interest. I had attended a Community College in Wpg. many years ago where I took a Secretarial Course and it did help me in finding my first job. I took Anthropology at Cariboo College mainly just for the interest and found it offered much more as to other goals. I intend to take more courses in the future mainly for the interest."

Female, 18 to 24 years

"The qualifications of college professors should be examined more thoroughly and often than is done. There should be more University transfer courses offered at community colleges. All subject material should be standardized."

Female, 18 to 24 years

"Due to financial problems I have only been able to take part-time and evening courses. Even taking so few courses has helped me to develop my talents. I find it very gratifying that there aren't just programs but also single courses for just enrichment purposes."

Female, 25 to 34 years

"The biggest disappointment was not having the opportunity to complete my schooling at the Community college. I went for two years and I am quite certain I would have completed my schooling if it was possible at the C.C."

Female, 18 to 24 years

"I found Fraser Valley College to be exciting and very helpful to my career. Without going to college I wouldn't be where I am now, and I love my work and career very much. Thank you."

Female, 18 to 24 years

"I attended Community College for 6 months while taking a break from University to get some basic job skills. I found my time at the college well spent and enjoyable. Although I now have a BA degree, I will continue to take general interest courses at the college and may continue my education there in a different field."

Female, over 44 years

"I have often felt out of place amongst the young students in class - but that was only in the beginning. Later on the generation gap narrowed. An education for both groups! College is FUN!"

Female, 18 to 24 years

"I am from a small town and the thought of going to a large university was frightening."

Male, 18 to 24 years

"My main reason for withdrawing from FVC was that I finally determined that "school" was just not for me. I did very well in secondary school and on a counsellor's advice continued on in hopes of becoming an engineer though I had planned from grade 9 to be a carpenter. I also attended the University of Calgary for 6 months and having been there what really impressed me about FVC was the truly caring attitude of the teachers, and staff."

Male, 25 to 34 years

"This is difficult to answer - I am a UBC graduate & simply continued my intellectual activities at college for the sake of keeping my mind active."

Female, over 44 years

"I am a retired high-school teacher (Eng.-Social), and am 72 years of age. I took a course in Anthro 101 to see whether I could still master the studying. I received an "A" which was rewarding and reassuring. I hope to continue with another academic course when I can arrange it."

Female, over 44 years

"Community Colleges are a source of life enrichment for the Senior Citizen. Evening classes free one from the daily grind of housekeeping and family illness. A meeting of like minds."

Sex Unknown, Age Unknown

"I simply attended night school to brush up on my English grammar. I wrote no exams nor did I want any credits."

Sex Unknown, Age Unknown

"As a politically oriented freelance writer my personal goal is to write, and sell, articles about a subject I know well and which applies to the human condition. My ambition is to study the theoretical aspects of the social sciences in order to determine the validity of the methodology and conclusions of the humanities as they relate to the general scheme of things. Not all mandatory subjects in a structured university curriculum would assist me in achieving my personal goal."

The Community College concept permits the freedom to select courses in a concentrated manner which will best suit my specific requirements without concern to whether or not I will acquire a degree. Albeit, the choice of attaining a degree remains open to changes in my ambition. The Community College concept, for me, is the most useful and productive manner to achieve my goals. With this highly subjective reasoning I strongly support the Community College concept."

APPENDIX B
WORKSHOP CORRESPONDENCE

1. Workshop Invitation
2. Confidentiality and Data Release Policy
3. Press Release

B.C. RESEARCH



3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

November 5, 1979

Principal's Name
College Address

Re: A Follow-up Study of Academic Non-Transfer Students
Invitation to Workshop

B.C. Research has been contracted by the Ministry of Education, Science and Technology to undertake a follow-up study of the academic students in the community colleges throughout B.C. The study is to focus particularly on those students who do not transfer to the universities after leaving the college. The study will be under the direction of Mr. Glen Forrester of B.C. Research, Dr. Gordon Jones of Vancouver Community College and Dr. John Dennison of U.B.C.

The primary objectives for the study are as follows:

1. To identify the primary and secondary objectives of the students enrolling in their respective course areas;
2. To identify the major influences on choice of program, course of study and institution;
3. To determine the number of students who complete their courses of study, the number who discontinue and the number who transfer into full or part-time university study;
4. To identify the reasons for discontinuation of their studies;
5. To collect comments and measures relating to the effectiveness and value of the students' college education;
6. To incorporate the key elements of the study into an on-going systematic follow-up program on a pre-determined time frame. Thus this study is to be considered the first phase of a regular on-going follow-up program.

An overview of the proposed framework for this study has been enclosed. However, this outline has not yet been finalized. That is the reason for my writing at this time.

To get the project started and to develop the specifications for the various study components, B.C. Research will be holding a Workshop on November 26, 1979. We are inviting each college to send up to two participants to the workshop. The selection of representatives is left

to the discretion of the college. However, we would like to suggest that the representative(s) should:

- have a working knowledge of the college's registration procedure and student record system;
- be familiar with the types of courses offered and the objectives of the Academic Program;
- be in a position to speak on behalf of the college with regard to submitting student record data to the study, co-operating in the testing and administration of questionnaires, and providing an overall commitment of the college to the project; and finally
- be able to provide comments and suggestions on the development of the follow-up procedures, instruments and specific question areas.

It is our hope that one representative from each college will have an interest in becoming involved in an on-going capacity with research studies of this nature.

The Workshop has been scheduled for Monday, November 26, 1979. It will be held in Room 422 of:

Douglas College, Richmond Campus
5840 Cedarbridge Way
Richmond, B.C.

For out-of-town participants, we recommend that you stay nearby at the:

Richmond Inn
7551 Westminster Highway
Richmond, B.C.
Phone: 273-7878
(airport limousine service available)

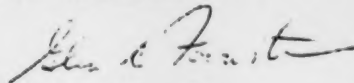
Please make your own travel and accommodation arrangements. We have a block of rooms set aside at the Richmond Inn for the Sunday night, November 25, 1979. Please refer to the "B.C. Research Workshop" when making your reservation in order to get the special conference rate. This booking will be held until November 16 only. Please confirm with the hotel before that date. The Ministry of Education will re-imburse your expenses, please retain all receipts.

The Workshop will begin at 8:30 a.m. and will continue all day until 5:00 p.m. Lunch is included. The agenda is enclosed along with some discussion notes. Please have your college's workshop participants review this material in detail. They should be prepared to discuss your college's comments and suggestions at the Workshop.

We look forward to your college's attendance at this Workshop. Your assistance in the design of this study will allow it to serve your needs in the best ways possible. Kindly advise us who will be attending from your college. You may contact me at 224-4331 in Vancouver. Thank you.

Yours sincerely,

B.C. RESEARCH



Glen C. Forrester
Program Manager
Educational Planning & Research

GCF: amm

Encl.

cc - Dr. Wm. Davenport, Ministry of Education, Science & Technology
Mr. Don Couch, Academic Council

B.C. RESEARCH



MEMORANDUM

Date: January 8, 1980

TO: College Representative
Academic Non-Transfer Student Follow-up Study

FROM: Glen C. Forrester

SUBJECT: Confidentiality

A study is being conducted by the Ministry of Education to follow-up former Community College students on an Academic program who did not transfer to a B.C. University. The Ministry has contracted B.C. Research to undertake the technical aspects of this study. B.C. Research is an independent, non-profit organization doing contract research for clients in both the public and private sectors. B.C. Research has a great deal of experience in the area of educational planning and research and has undertaken much work on behalf of the educational community in B.C.

A necessary data requirement of the follow-up study is for the Ministry of Education to have the names and addresses of Community College Students enrolled on the Academic program in September 1978 and 1979. As these data contain personal information, it is acknowledged that they should be treated as confidential. The Ministry has so instructed B.C. Research.

B.C. Research agrees to respect and protect the confidential nature of these data. In order to emphasize and re-inforce our own concern in this area, we wish to outline the manner in which we will be treating these data.

1. Proprietor of Data

Data submitted to B.C. Research by the colleges are considered the property of the submitting college. Likewise are any data prepared or processed by B.C. Research from these data. B.C. Research acts as a custodian of the files and is responsible for their security.

2. Data Release and Access

Access to and distribution of data is the privilege of the proprietor of that data and will not be granted by B.C. Research to third parties without the expressed written permission of the proprietor.

3. Unintentional Access

B.C. Research will be responsible for securing data from unintentional access. Data will be stored in computer files which are computer ID and "password" protected. B.C. Research uses the computer facilities at the University of British Columbia which has an excellent security system. Most computer production runs will be done from the B.C. Research in-house RJE terminal. Access to the B.C. Research building is restricted and a security badge system is enforced. Only authorized B.C. Research staff will be permitted to handle these data.

4. Use of the Data

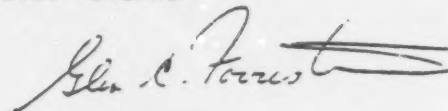
Student data will be used for research purposes only. Individual student data are requested so that students may be selected for receipt of a mail out, follow-up questionnaire. The students' names, birth dates, and sex are required so that they may be cross-matched against similar data files from the universities to separate out the "non-transfer" group of students. Names and addresses are required so that mailing labels may be prepared for the follow-up questionnaire and reminder notices. Individual student identification is required only for these purposes.

Tabulations and research reports prepared from these data files and the returned follow-up questionnaires will not identify individual students. Reporting will be done on groups of students and in aggregate form only.

We trust the foregoing clarifies our mutual concern over the issue of confidentiality. Should you wish any further elaboration please contact me.

Yours very truly,

B.C. RESEARCH



Glen C. Forrester,
Program Manager,
Educational Planning & Research

GCF.cs

cc: Mr. Davenport, Ministry of Education
Mr. Middleton, Ministry of Education
Mr. Couch, Academic Council

B.C. RESEARCH



MEMORANDUM

Date: March 4, 1980

TO: COLLEGE REPRESENTATIVES
ACADEMIC NON-TRANSFER FOLLOW-UP STUDY

FROM: GLEN FORRESTER

SUBJECT: PUBLICITY FOR THE STUDY

At the November Workshop the possibility of publicizing and promoting the follow-up study was discussed. It was felt that if general public awareness of the study was raised before mailing out the survey forms, this would have a beneficial impact on the return rates.

To follow-up on this suggestion we have prepared a draft of a proposed press release. This is being offered to your college should your college wish to make such a public announcement. The use of this press release by your college is optional. However, it is agreed by the research team that such a statement would be helpful to the study. If you do make use of the release, please insert the name of your college and college representative where the italics are used. A similar statement will be issued by B.C. Research at the beginning of March.

Yours sincerely,

B.C. RESEARCH

Glen C. Forrester
Program Manager
Educational Planning & Research

GCF.cs
encl.

cc: Dr. Wm. Davenport
Mr. Marino Middleton
Mr. Don Couch

PRESS RELEASE

FORMER STUDENTS TO BE SURVEYED

Former students of Community Colleges throughout the province will be the focus of an exhaustive research study to be conducted over the next several months.

The study, initiated by the British Columbia Ministry of Education and conducted by B.C. Research, has the full support of all fourteen Community Colleges. Representatives from each of the colleges have been involved in the design and planning of the study.

The primary objectives of the study are to identify the influences on choice of program and institution, the educational objectives of the students and the reasons for discontinuation of their college study.

Over 5,000 former college students, selected from students who were enrolled in Academic Studies during September 1978, will be sent an information sheet for completion. The information sheet will be mailed during the third week of March. A final report from the study is expected at the end of June 1980.

This is the first time that a provincial study of this magnitude has been undertaken to follow-up former college students. The study is under the direction of Mr. Glen C. Forrester, Manager of Educational Planning & Research at B.C. Research. Consultative services are being provided by Dr. Gordon Jones of Vancouver Community College and Dr. John D. Dennison of the University of British Columbia. Local representation and assistance from XYZ College is being provided by Mr. A.B.C. Assistant Dean of Academic Programs.

B.C. Research is an independent, non-profit contract research organization having offices and laboratories in Vancouver.

-30-

Mr. Glen C. Forrester
B.C. Research
Phone: 224-4331

Mr. A.B.C.
XYZ College
Phone:

APPENDIX C
DATA SUBMISSION REQUESTS

1. Formal Request to Colleges
2. Magnetic Tape Format
3. Punched Card Format
4. Manual List Format
5. Formal Request to Other Institutions
6. Record Format

B.C. RESEARCH



MEMORANDUM

Date: December 6, 1979

TO: College Representatives
Academic Non-Transfer Student Follow-up Study

FROM: Glen C. Forrester

SUBJECT: Minutes of the B.C. Research Workshop &
Details of College Data Submission

Enclosed is a brief summary of the discussion during the B.C. Research Workshop held on November 26, 1979. I have attempted to highlight the major discussion points, noting conclusions reached.

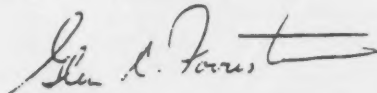
Attached are the details of the College Student Record Data submission. Please note the following items:

1. A data record is to be submitted for each student enrolled in your college's Academic Program during the 1978 Fall Semester (September - December).
2. A data record is also to be submitted for each student enrolled in your college's Academic Program during the 1979 Fall Semester (September - December). It is recognized that this file will include many students already reported in the first file above; this duplication is deliberate.
3. Three formats have been suggested, magnetic tape, punched cards, manual list (see attached). Deviations from these formats are acceptable providing your alternative format is clearly spelled out. Note that magnetic tape format is preferred. All tapes will be returned. Please identify your tape specifications, (e.g. 7 track or 9 track, 800 or 600 or 6250 bpi, even or odd parity, blocking factors, and coding structure EBCDIC or BCD etc.) and give a sample listing of the first 10 records or so. Also indicate the total number of student records in each of the two files.
4. Please note the time-lines for data submission that were agreed to at the Workshop, (see minutes page 5 item 8).

If you have any difficulties with this data request or wish to clarify something, please contact me at 224-4331. Finally, would you also please supply me with a description of how your college defines the Academic Program or what it includes in this program versus what it excludes. Thank you for your cooperation.

Yours sincerely,

B.C. RESEARCH

A handwritten signature in dark ink, appearing to read "Glen C. Forrester", with a long horizontal flourish extending to the right.

Glen. C. Forrester
Program Manager,
Educational Planning & Research

GCF.ddj
Encl.

c.c. Mr. Davenport, Ministry of Education
Mr. Middleton, Ministry of Education
Mr. Couch, Academic Council

CODING INSTRUCTIONS

Semester

783 = September 1978

793 = September 1979

College Codes

01	Camosun
02	Capilano
03	Cariboo
04	Douglas
05	Malaspina
06	New Caledonia
07	Okanagan
08	Selkirk
09	Vancouver
14	Fraser Valley
15	Northwest
16	East Kootenay
17	North Island
20	Northern Lights

College Registration Numbers

If College assigns a permanent student ID Number, use that number and provide a key to explain structure (i.e. usually 2 or 3 digits indicate first semester registered).

If College does not assign a permanent ID, please assign a sequential number with following structure: YYYYYYXXX

where XXX = First Semester Registered e.g. 781

YYYYYYY = Sequential Number unique to student.

Name

Provide first and second given names in full if available, otherwise provide initials. If student has no second name, leave blank. If a "previous surname" or "maiden name" is known, provide it as well; otherwise leave blank. If the name is longer than the field length provided, please truncate to fit.

Sex/Title

1. Male/Mr.
2. Female/Ms.
3. Miss
4. Mrs.

If unknown, leave blank.

Date of Birth

Yr. = Year (e.g. 48 = 1948)

Mn. = Month (e.g. 11 = November)

Dy. = Day

NOTE: If portion of date unknown,
code that portion as '99'

Social Insurance Number

Please provide if available, not essential.

Street Address, City/Town, Postal Code, Telephone No.

Use Student's permanent address as the first address given.

Use Next of Kin address as the alternate address.

NOTE: Since Student's wanted for follow-up study have already left the college, it is unlikely that the "semester address" will be of any use. However, it is desirable to have two addresses for each student. The first address given should be the one where the student can most likely be contacted directly and the alternate address should provide backup - probably an indirect contact through parents or next of kin. Please exercise you own judgement as to which addresses to provide from your own college records.

Postal Codes should have the following structure:

A N A N A N

where A = Alpha character
N = Numeric character.

Form OASB 0011-0 U/M/000
Printed in Canada

[illegible]

Form G-202 (01-11) © 11/2006
Printed in Canada

* A standard and free 1994 guide to 1994-1995 is available for consulting customers from this firm.

Appendix C4. Manual List Format

COLLEGE STUDENT RECORD LIST
(for colleges on manual system only)

SEMESTER _____

COLLEGE CODE _____

COLLEGE STUDENT REG. NO.	SURNAME	FIRST NAME	SECOND NAME	SEX/ TITLE	PREVIOUS SURNAME	DATE OF BIRTH YR/MN/DY
Social Insurance No.	Street Address	City/Town		Postal Code	Telephone	
	Alternate Street Address	City/Town		Postal Code	Telephone	
_____	_____	_____	_____	_____	_____	/ /
_____	_____	_____	_____	_____	_____	-
_____	_____	_____	_____	_____	_____	-
_____	_____	_____	_____	_____	_____	/ /
_____	_____	_____	_____	_____	_____	-
_____	_____	_____	_____	_____	_____	-
_____	_____	_____	_____	_____	_____	/ /
_____	_____	_____	_____	_____	_____	-
_____	_____	_____	_____	_____	_____	-
_____	_____	_____	_____	_____	_____	/ /
_____	_____	_____	_____	_____	_____	-
_____	_____	_____	_____	_____	_____	-

Appendix C5. Formal Request to Other Institutions

B.C. RESEARCH



3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

December 10, 1979

File No. 5-04-800

Principal/Registrar's Name
Institution Address

Re: Academic Non-Transfer Student Follow-up Study

B.C. Research has been contracted by the Ministry of Education to undertake a follow-up study of the academic students in the community colleges throughout B.C. The study is to focus particularly on those students who do not transfer to the universities or BCIT after leaving the college. The study will be under the direction of Glen Forrester of B.C. Research, Dr. Gordon Jones of Vancouver Community College and Dr. John Dennison of U.B.C.

As part of the study, we are receiving from each college the names and addresses of all students who were enrolled in the Academic program in the 1978 Fall semester (September-December). We would like to cross-match this file with the names of college transfer students who were enrolled at your institution as of September 1979. The purpose of this cross-matching is to remove these transfer students from our files. We wish to then randomly sample from the remaining Non-Transfer students and administer to them a mail out questionnaire.

The primary objectives for the study are to identify the influences on choice of program and institution, educational objectives of the students, and reasons for discontinuation.

In order for us to carry out this study, we will need your co-operation in supplying some data. We would appreciate receiving from you a magnetic tape containing the following information for each student enrolled in September 1979 who had previously attended a B.C. Community College:

- Student's full name
- Student's date of birth
- Student's sex or title (if available)
- Student's registration number

A preferred record layout is attached. This file should include all college transfer students currently enrolled, regardless of when they were first registered.

In order to meet the time lines of our study, we would appreciate receiving this data by January 31, 1980. Should you encounter any problems in this request, please contact me at 224-4331. As per usual, we will respect the confidential nature of this information.

Thank you for your co-operation.

Yours truly,

B.C. RESEARCH

Glen C. Forrester
Program Manager
Education Planning and Research
Management Services Division

GF.ddj

-173-
CODING INSTRUCTIONS

SEMESTER

793 = September 1979

INSTITUTION CODES

91 U.B.C.
92 S.F.U.
93 U.Vic.
81 B.C.I.T.

NAME

Provide first and second given names in full if available, otherwise provide initials. If student has no second name, leave blank. If a "previous surname" or "maiden name" is known, provide it as well; otherwise leave blank. If the name is longer than the field length provided, please truncate to fit.

SEX/TITLE

1. Male/Mr.
2. Female/Ms.
3. Miss
4. Mrs.
if unknown, leave blank

DATE OF BIRTH

YR. = Year (eg. 48 = 1948)

MN. = Month (eg. 11 = November)

DY. = Day

Note: If portion of date unknown, code that portion as '99'

SOCIAL INSURANCE NUMBER

Please provide if available; not essential.

COLLEGE ENROLMENT INFORMATION SHEET

Registration Number _____

1. WHICH ONE OF THE FOLLOWING BEST INDICATES YOUR REASON FOR ATTENDING THIS COMMUNITY COLLEGE? (Check one)

- 01 () to complete one year of college in preparation for transfer to university
- 02 () to complete two years of college in preparation for transfer to university
- 03 () to complete one year of college but not transfer to a university
- 04 () to complete two years of college but not transfer to a university
- 05 () to complete secondary school requirements
- 06 () to upgrade or learn new skills or trade
- 07 () for personal enrichment
- 08 () to undertake a career program
- 09 () to study until a job became available
- 10 () to determine my vocational interest
- 11 () undecided about my academic future (11-12)

2. WHICH ONE OF THE FOLLOWING OBJECTIVES FOR ATTENDANCE AT COLLEGE DO YOU CONSIDER MOST IMPORTANT? (Check one)

- 1 () to acquire certain knowledge and techniques applicable to a vocation or field of special interest
- 2 () to acquire and use the skills and habits involved in critical and constructive thinking
- 3 () to attain a satisfactory emotional and social adjustment
- 4 () to develop a broad general outlook and familiarity with a variety of subjects (13)

3. WHEN CONSIDERING YOUR CHOICE OF THIS COMMUNITY COLLEGE AS OPPOSED TO OTHER POST-SECONDARY INSTITUTIONS, WERE ANY OF THE FOLLOWING FACTORS IMPORTANT? (Check as many as apply)

- 1 () teaching reputation
- 2 () low cost
- 3 () close to home
- 4 () friend going
- 5 () offers financial aid
- 6 () intellectual environment
- 7 () parental advice
- 8 () advice of spouse
- 9 () counsellor's or teacher's advice
- 10 () particular programmes available
- 11 () refused admittance to first choice institution
- 12 () good physical facilities
- 13 () college was there! (14-26)*

4. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU EXPECT TO ATTAIN DURING YOUR LIFETIME? (Check one)

- 01 () graduate from secondary school
- 02 () trade qualification
- 03 () one year at a community college
- 04 () two years at a community college
- 05 () technical institute diploma
- 06 () bachelor's degree
- 07 () professional degree (law, medicine, dentistry, etc.)
- 08 () master's degree
- 09 () Ph.D.
- 10 () have no idea (27-28)

5. IN WHAT MAJOR SUBJECT OR PROGRAM AREA ARE YOU ENROLLING FOR
MOST OF YOUR STUDY? (Check one)

- 01 () science (math, biology, chemistry, etc.)
- 02 () social science and humanities (history, political science, psychology, etc.)
- 03 () fine arts (visual arts, performing arts, etc.)
- 04 () languages (English, foreign languages)
- 05 () recreation and physical education
- 06 () business (business related subjects such as bookkeeping, accounting, commerce, etc.)
- 07 () general
- 08 () career/technical program (indicate program name below)
- 09 () vocational program (indicate program name below) (29-30)

If your answer above was either option 08 or 09, indicate the program name: _____ (31-32)

6. DURING THE COMING SESSION AT COLLEGE, WHAT WILL BE YOUR PRIMARY SOURCE OF FINANCING YOUR EDUCATION? (Check one)

- 1 () parents, family and/or spouse
- 2 () B.C. government student assistance (grants and loans)
- 3 () full-time job (35 hrs. or more per week)
- 4 () part-time work during the academic year
- 5 () scholarships or bursaries (other than B.C. government financial assistance)
- 6 () personal savings
- 7 () other (33)

7. WHAT WAS THE HIGHEST LEVEL OF EDUCATION COMPLETED BY YOUR PARENTS (OR LEGAL GUARDIAN)? (Check one for each parent)

- | | MOTHER | FATHER |
|---|--------|--------|
| 1 () elementary school, less than grade 8.... | 01 () | 01 () |
| 2 () secondary school, 1-2 years..... | 02 () | 02 () |
| 3 () secondary school, 3-6 years..... | 03 () | 03 () |
| 4 () trade or vocational training..... | 04 () | 04 () |
| 5 () technical training or some college or university study..... | 05 () | 05 () |
| 6 () completed Bachelor's degree..... | 06 () | 06 () |
| 7 () completed post-graduate degree..... | 07 () | 07 () |
| 8 () do not know..... | 08 () | 08 () |
- (34-37)

8. YOUR SEX

- 1 () male
- 2 () female (38)

9. YOUR AGE

- 1 () under 18 years
- 2 () 18 to 24 years
- 3 () 25 to 35 years
- 4 () 35 to 44 years
- 5 () over 44 years (39)

Thank you for your co-operation.

BCRC Series A8028005c

APPENDIX D

COVERING LETTERS USED IN THE FOLLOW-UP SURVEY

1. B.C. Research Letter - first mailing
2. College Letters of Endorsement - first mailing
3. Post-Card Reminder - second mailing
4. B.C. Research Letter - third mailing

B.C. RESEARCH



3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

March 20, 1980

FORMER COLLEGE STUDENT FOLLOW-UP

The enclosed information sheet is being sent to you because you have recently attended a Community College in British Columbia. Former students from all the colleges throughout the province are receiving these forms as part of a research study.

The study is paid for by the British Columbia Ministry of Education. It has been endorsed by your former college and is being conducted in co-operation with all the colleges. B.C. Research, an independent, non-profit, research organization has been contracted to carry out the technical aspects of the study.

Information collected in this study will be of assistance in planning courses and facilities in colleges and universities. Students in post-secondary education will benefit from this research. We therefore ask for your patience and co-operation in answering the questions honestly and carefully. This should take no more than 15 minutes of your time.

When completing this information sheet, remember that your reply will be treated confidentially. Results will be given out for groups of students only; no individuals will be identified in any reports produced. Please use the postage-paid return envelope provided. Thank you for your co-operation.

Yours truly,

B.C. RESEARCH

Glen C. Forrester
Program Manager
Educational Planning & Research

GCF.cs
encl.

P.S. : *If possible, would you please return your
completed information sheet by March 31, 1980*

Thank you



CAMOSUN COLLEGE

1950 LANGSDOWNE RD.

VICTORIA, B.C.

TEL. 592-1281

V8P 5J2.

Principal's Office

March 13, 1980

FORMER COLLEGE STUDENT FOLLOW-UP

The research study being undertaken by B. C. Research on behalf of the B. C. Ministry of Education has the full support and endorsement of this college. We encourage all our former students to respond honestly and thoughtfully to the enclosed information sheet.

Yours truly,

Lloyd Morin
Principal



cariboo college

office of the principal

P.O. BOX 3010
KAMLOOPS, B.C. V2C 5N3
PHONE 604-374-0123

March 17, 1980

Mr. G. C. Forrester
Program Manager
Educational Planning & Research
B. C. Research
3650 Wesbrook Mall
VANCOUVER, British Columbia
V6S 2L2

Dear Mr. Forrester:

The research study being undertaken by B. C. Research on behalf of the B. C. Ministry of Education has the full support and endorsement of this College.

I encourage all of our former students to respond honestly and thoughtfully to the enclosed information sheet.

Yours truly,

C. W. BREWSTER,
Principal.

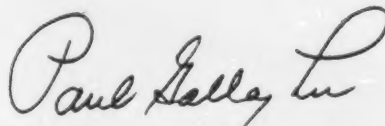
/bas

March 13, 1980.

FORMER COLLEGE STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the B.C. Ministry of Education has the full support and endorsement of this College. We encourage all our former students to respond honestly and thoughtfully to the enclosed information sheet.

Yours truly



Paul Gallagher
Principal



205

A community College serving North Vancouver, West Vancouver, and Howe Sound.

capilano
college



douglas college

Mail correspondence to:
PO Box 2503
New Westminster
British Columbia
Canada, V3L 5B2

Admissions & Records Office

March 13, 1980

FORMER COLLEGE STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the B.C. Ministry of Education has the full support and endorsement of this college. We encourage all our former students to respond honestly and thoughtfully to the enclosed information sheet.

Yours truly,

Principal

206

Campus locations:

8th Ave. & McBride Blvd.
New Westminster, B.C.
Telephone 521-4851

9260-140th Street
Surrey, B.C.
Telephone 588-4411

5840 Cedarbridge Way
Richmond, B.C.
Telephone 273-5461

Educational Centre
Essendale, B.C.
Telephone 525-9211

11849-225th Street
Maple Ridge, B.C.
Telephone 467-6811

21400-57A Street
Langley, B.C.
Telephone 530-5138



malaspina college

900 - 5th Street, Nanaimo, B.C., V9R 5S5

Telephone 753-3245

OFFICE OF THE PRESIDENT

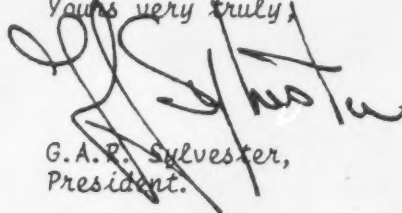
Mr. G.A. Sylvester

Dear Former Malaspina College Student,

FORMER COLLEGE STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the B.C. Ministry of Education has the full support and endorsement of this college. We encourage all our former students to respond honestly and thoughtfully to the enclosed information sheet.

Yours very truly,



G.A. Sylvester,
President.

GARS/im



THE COLLEGE OF NEW CALEDONIA

3330-22ND AVENUE, PRINCE GEORGE, B.C., V2N 1P8 - TELEPHONE (604) 562-2131 - TELEX 047-7514

March 14, 1980

FORMER COLLEGE STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the B.C. Ministry of Education has the full support and endorsement of this college. We encourage all our former students to respond honestly and thoughtfully to the enclosed information sheet.

Yours truly,

CHARLES J. McCAFFRAY,
Principal

CJM/sld
Enclosure

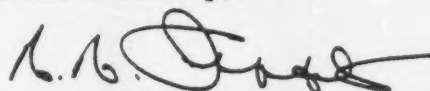
208

13 March 1980

Former College Student Follow-Up

The research study undertaken by B.C. Research on behalf of the Ministry of Education has the full support and endorsement of Okanagan College. The results of the study, when assembled and published, will provide a valuable data bank for the Ministry and the College. For that reason, may I encourage you to respond accurately and thoughtfully to the questions in the enclosed information sheet; and may I thank you most sincerely for your co-operation.

Yours sincerely,



R. R. Jeffels,
Principal.

RRJpam

209

Selkirk College



-184-

Box 1200, Castlegar, British Columbia V1N 3J1

Telephone 604-365-7292

March 13, 1980

FORMER COLLEGE STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the B.C. Ministry of Education has the full support and endorsement of this College. We encourage all our former students to respond honestly and thoughtfully to the enclosed information sheet.

Yours truly,

Walter T. Uegama,
Principal

WTU/jr

Enclosure

Vancouver Community College, Langara. 100 West 49th Avenue
Vancouver, B.C. V5Y 2Z6 Telephone: (604) 324-5511

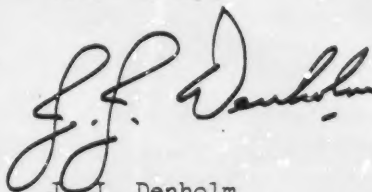
222

March 13, 1980

FORMER COLLEGE STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the B.C. Ministry of Education has the full support and endorsement of this College. I encourage all our former students to respond honestly and thoughtfully to the enclosed information sheet.

Yours truly,



J. J. Denholm
Principal, Langara Campus

211



1980 03 13

FORMER FRASER VALLEY COLLEGE STUDENT FOLLOW-UP

This research study being undertaken by B.C. Research on behalf of the B.C. Ministry of Education has the full support and endorsement of this college. We encourage all our former students to respond honestly and thoughtfully to the enclosed information sheet. The information received will be extremely useful in planning future college development.

Yours truly,

B. D. Moore,
Principal

BDM/ms

212

WEST CAMPUS

1194 Marshall Road,
Abbotsford, B.C. V2S 5E4
(604) 853-7441

EAST CAMPUS

45600 Airport Road,
Chilliwack, B.C. V2P 6T4
(604) 792-0025

AGASSIZ CENTRE

7069 Cheam Avenue
Agassiz, B.C. V0M 1A0
(604) 796-2254

HOPE CENTRE

895 Third Avenue
Hope, B.C. V0X 1L0
(604) 869-9991

MISSION CENTRE

3301 2 Fifth Avenue
Mission, B.C. V2V 1V6
(604) 826-9544

Telex number for all campuses and centres is 04-363530

Cranbrook, B.C., Box 8500, V1C 5L7 Phone 489-2751
Elkford, B.C., Box 700, V0B 1H0 Phone 865-7610
Fennie, B.C., Box 1770, V0B 1M0 Phone 423-4691
Golden, B.C., Box 376, V0A 1H0 Phone 344-5901
Invermere, B.C., Box 960, V0A 1K0 Phone 342-3210
Jaffray, B.C., Box 89, V0B 1T0 Phone 429-3312
Kimberley, B.C., Box 8, V1A 2Y5 Phone 427-4391
Sparwood, B.C., Box 1626, V0B 2G0 Phone 425-2417

East Kootenay Community College



1980 03 13

FORMER COLLEGE STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the B.C. Ministry of Education has the full support and endorsement of this College. We encourage all our former students to respond thoughtfully to the enclosed information sheet.

Your help in providing this information is much appreciated.

Yours truly,

D. Lorne Ball, Ph.D.
Principal

/sc

PRINCE RUPERT
P.O. Box 598
Prince Rupert, B.C.
V8J 3S1

QUEEN CHARLOTTE ISLANDS
C/O School District No. 50
P.O. Box 69
Queen Charlotte City, B.C.
VOT 1S0

SMITHERS
P.O. Box 3606
Smithers, B.C.
VOJ 1N0

NORTHWEST COMMUNITY COLLEGE

5331 MCCONNELL AVE., P.O. BOX 726, TERRACE, B.C. - V8G 4C2
TELEPHONE 635-6511 - TELEX 047-85570

KITIMAT
9 Drake Street
Kitimat, B.C.
V8C 1S3

NISGHA
School District No. 92
Elementary Junior
Secondary School
General Delivery
New Aiyansh, B.C.
VOJ 1A0

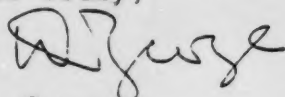
UPPER SKEENA
Northwest
Community College
Hazelton, B.C.

80.03.13

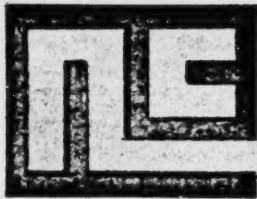
FORMER COLLEGE STUDENT FOLLOW-UP

The research study being undertaken by B.C. Research on behalf of the B.C. Ministry of Education has the full support and endorsement of this college. We encourage all our former students to respond honestly and thoughtfully to the enclosed information sheet.

Yours truly,



D.V. George
PRINCIPAL



NORTHERN LIGHTS COLLEGE

SERVING NORTHEASTERN BRITISH COLUMBIA

As part of our effort to improve service to students, Northern Lights College is supporting this research study, which has been undertaken by BC Research on behalf of the Ministry of Education.

We would like to encourage you to spend a few minutes to respond thoughtfully to the enclosed information sheet. Only you can provide this valuable assistance.

Thank you.

Yours truly,

Jim Kassen

Chief Executive Officer

JK/kd

bcgeu

215

Ft. St. John: 10908 - 100 St., Ft. St. John, B.C. V1J 3Z8
Phone (604) 785 - 6981 Tlx. 036 - 75193

Chetwynd: Box 1059, Chetwynd, B.C. V0C 1J0
Phone (604) 788 - 2248

Dawson Creek: 11401 - 8th St., Dawson Creek, B.C. V1G 4G2
Phone (604) 782 - 5251 Tlx. 036 - 77241

Ft. Nelson: Box 880, Ft. Nelson, B.C. V0C 1R0
Phone (604) 774 - 2741 Tlx. 036 - 73193

Appendix D3. Post Card Reminder - second mailing

March 25, 1980

FORMER COLLEGE-STUDENT FOLLOW-UP

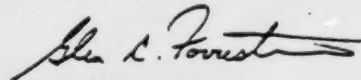
Several days ago we mailed to you an information sheet for your completion. This was part of a research study being undertaken by B.C. Research on behalf of the Ministry of Education.

If you have completed and returned this information sheet we "thank you".

If you have not as yet returned the completed form, we would appreciate you doing so with the next two days.

Thank you,

B.C. RESEARCH


Glen C. Forrester

B.C. RESEARCH



3650 Westbrook Mall
Vancouver, Canada
V6S 2L2

B.C. RESEARCH

3650 Wesbrook Mall, Vancouver, Canada V6S 2L2

Phone (604) 224-4331 • Cable 'RESEARCHBC' • Telex 04-507748

April 3, 1980

FORMER COLLEGE STUDENT FOLLOW-UP

Two weeks ago we mailed to you an information sheet as part of a research study of Community Colleges in British Columbia. According to our records, we have not yet received your completed form. If you have just mailed your return, we "thank you" for your co-operation. If you have not yet done so, we ask that you take a few minutes now to complete the form. In case you never received our initial mailing, we are enclosing a duplicate copy.

This information sheet is being sent to you because you have recently attended a Community College in British Columbia. Former students from all the colleges throughout the province are receiving these forms as part of a research study.

When completing this information sheet, remember that your reply will be treated confidentially. Results will be given out for groups of students only; no individuals will be identified in any reports produced. Please use the postage-paid return envelope provided.

Yours truly,

B. C. RESEARCH

Glen C. Forrester
Program Manager
Educational Planning & Research

GCF.cs

encl.

*PS: If possible, would you please return your
completed information sheet by April 14, 1980.*

Thank you.

APPENDIX E
QUESTIONNAIRES USED

1. Information Sheet : Former College Student Follow-up
2. College Enrolment Information Sheet

INFORMATION SHEET

**FORMER COLLEGE STUDENT
FOLLOW-UP**



Series A7838003n

1. DURING THE LAST TWO SEMESTERS (OR LESS) THAT YOU WERE ENROLLED AT COLLEGE, WERE YOU PRIMARILY: (Check one)

- 1 ☐ a full-time student (12 or more credit hours per semester)
2 ☐ a part-time student (less than 12 credit hours per semester)

(1)

2. FOR THE TIME YOU WERE IN COLLEGE, IN WHAT MAJOR SUBJECT AREA WAS MOST OF YOUR STUDY? (Check one)

- 1 ☐ science, (math, biology, chemistry, etc.)
2 ☐ social science and humanities, (history, political science, psychology, etc.)
3 ☐ fine arts (visual arts, performing arts, etc.)
4 ☐ languages (English, foreign languages)
5 ☐ recreation and physical education
6 ☐ business (business related subjects such as bookkeeping, accounting, commerce, etc.)
7 ☐ general

(2)

3. DID YOU AT ANY TIME DURING YOUR ORIGINAL ENROLMENT AT COLLEGE CHANGE FROM THE ACADEMIC TO A CAREER, TECHNICAL OR VOCATIONAL PROGRAM, OR VICE VERSA? (Check one)

- 1 ☐ no
2 ☐ yes, because I changed career goals
3 ☐ yes, because of counsellor's advice
4 ☐ yes, because more opportunity in another field
5 ☐ yes, because of unsatisfactory progress
6 ☐ yes, because I was dissatisfied with curriculum
7 ☐ yes, other

(3)

4. WHICH RESPONSE BEST INDICATES YOUR ORIGINAL REASON FOR ATTENDING COMMUNITY COLLEGE? (Check one)

- 01 ☐ to complete one year of college in preparation for transfer to university
02 ☐ to complete two years of college in preparation for transfer to university
03 ☐ to complete one year of college but not transfer to a university
04 ☐ to complete two years of college but not transfer to a university
05 ☐ to complete secondary school requirements
06 ☐ to upgrade or learn new skills or trade
07 ☐ for personal enrichment
08 ☐ to undertake a career program
09 ☐ to study until a job became available
10 ☐ to determine my vocational interest
11 ☐ undecided about my academic future

(4-5)

5. AT THE TIME YOU LEFT THE COLLEGE, HAD YOU ACCOMPLISHED YOUR ORIGINAL REASON FOR ATTENDING A COMMUNITY COLLEGE? (Check one)

- 1 ☐ yes
2 ☐ no, but still pursuing my original objective elsewhere
3 ☐ no, but still hope to do so in the future
4 ☐ no, but have now met my original objective since leaving college
5 ☐ no, but have changed my objective to one I feel is more appropriate
6 ☐ no, and have no plans to pursue any further level of education

(6)

6. WHEN CONSIDERING YOUR CHOICE OF A COMMUNITY COLLEGE AS OPPOSED TO OTHER POST-SECONDARY INSTITUTIONS, WERE ANY OF THE FOLLOWING FACTORS IMPORTANT? (Check as many as apply)

- 1 ☐ teaching reputation
2 ☐ low cost
3 ☐ close to home
4 ☐ friend going
5 ☐ offers financial aid
6 ☐ intellectual environment
7 ☐ parental advice
8 ☐ advice of spouse
9 ☐ counsellor's or teacher's advice
10 ☐ particular programmes available
11 ☐ refused admittance to first choice institution
12 ☐ good physical facilities
13 ☐ college was there!

(7-19)

7. IF YOU WITHDREW OR DID NOT RE-ENROLL IN YOUR ORIGINAL COLLEGE BEFORE ACHIEVING YOUR EDUCATIONAL OBJECTIVE(S) INDICATE THE PRIMARY REASON FOR YOUR WITHDRAWAL (Check one)

- 01 ☐ question not applicable since educational objectives had been achieved
02 ☐ had inadequate financial means of support
03 ☐ needed to financially support my family
04 ☐ received no sense of accomplishment in college work
05 ☐ low grades
06 ☐ felt unable to do college work
07 ☐ had personal reasons
08 ☐ dissatisfied with the attitude of the college and college staff
09 ☐ lost interest in studying
10 ☐ wanted to obtain full-time employment
11 ☐ desired to learn a skill or trade not offered at the college
12 ☐ wanted to attend another post-secondary institution

(20-21)

8. IF YOU HAVE NOT CONTINUED YOUR EDUCATION FULL-TIME OR PART-TIME AT A UNIVERSITY INDICATE THE PRIMARY REASON FOR NOT DOING SO. (Check one)

- 01 ☐ question not applicable since currently attending university
- 02 ☐ could not afford cost of university
- 03 ☐ unable to transfer to university due to low college grades
- 04 ☐ lacked specific pre-requisites to enter university program of choice
- 05 ☐ felt that adequate education for my purposes had been achieved
- 06 ☐ felt a university education had nothing to offer
- 07 ☐ secured a full-time position which was preferred to higher education
- 08 ☐ never intended to transfer to university
- 09 ☐ other

(22-23)

9. WHICH ONE OF THE FOLLOWING FACTORS WOULD BE MOST IMPORTANT IN CAUSING YOU TO DECIDE TO CONTINUE YOUR EDUCATION? (Check one)

- 01 ☐ question not applicable since I am at present enrolled in education or training
- 02 ☐ if a community college was located within easy commuting distance
- 03 ☐ if a vocational institute was located within easy commuting distance
- 04 ☐ if adequate financial assistance was available
- 05 ☐ if I can't get the type of job wanted without further study
- 06 ☐ if I didn't have to contribute towards the financial support of my family
- 07 ☐ if a university was located within easy commuting distance
- 08 ☐ if a post-secondary institution provided an interesting program of study
- 09 ☐ if further study would be of direct benefit to my employment
- 10 ☐ other

(24-25)

10. WHICH ONE OF THE FOLLOWING OBJECTIVES FOR ATTENDANCE AT COLLEGE DO YOU CONSIDER MOST IMPORTANT? (Check one)

- 1 ☐ to acquire certain knowledge and techniques applicable to a vocation or field of special interest
- 2 ☐ to acquire and use the skills and habits involved in critical and constructive thinking
- 3 ☐ to attain a satisfactory emotional and social adjustment
- 4 ☐ to develop a broad general outlook and familiarity with a variety of subjects

(26)

11. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU EXPECT TO ATTAIN DURING YOUR LIFETIME? (Check one)

- 01 ☐ graduate from secondary school
- 02 ☐ trade qualification
- 03 ☐ one year at a community college
- 04 ☐ two years at a community college
- 05 ☐ technical institute diploma
- 06 ☐ bachelor's degree
- 07 ☐ professional degree (law, medicine, dentistry, etc.)
- 08 ☐ master's degree
- 09 ☐ Ph.D.
- 10 ☐ have no idea

(27-28)

12. IF YOU WERE TO ENROL IN FULL-TIME STUDY WITHIN THE NEXT YEAR WHAT WOULD BE THE PRIMARY SOURCE OF FINANCING YOUR EDUCATION? (Check one)

- 01 ☐ question not applicable since currently enrolled full-time
- 02 ☐ parents and/or family
- 03 ☐ B.C. government student assistance (grants and loans)
- 04 ☐ full-time job (35 hours or more per week)
- 05 ☐ part-time work during the academic year
- 06 ☐ scholarship or bursaries (other than B.C. government financial assistance)
- 07 ☐ personal savings
- 08 ☐ other

(29-30)

13. WHICH ONE OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE DOING NOW? (Check one)

- 01 ☐ employed: full-time (35 hours or more per week)
- 02 ☐ employed: part-time (less than 35 hours per week)
- 03 ☐ employed and taking education (full or part-time)
- 04 ☐ full-time student
- 05 ☐ part-time student
- 06 ☐ full-time household/family duties
- 07 ☐ presently unemployed, but seeking a job
- 08 ☐ presently unemployed, and not seeking a job

(31-32)

14. IF YOU ARE CONTINUING SOME FORM OF POST-SECONDARY EDUCATION, INDICATE WHICH TYPE OF EDUCATION. (Check one)

- 1 ☐ question not applicable since not continuing post-secondary education
- 2 ☐ formal education (courses or programs for credit)
- 3 ☐ non-credit courses (adult education, continuing education courses)

(33)

(continued over)

15. IF YOU WERE TO ATTEND COLLEGE OVER AGAIN, WOULD YOU ENROL IN A CAREER, TECHNICAL, OR VOCATIONAL PROGRAM RATHER THAN AN ACADEMIC PROGRAM? (Check one)

- 1 ☐ not applicable since originally enrolled in a career, technical or vocational program
2 ☐ no
3 ☐ yes

(34)

16. IF YOU HAVE BEEN EMPLOYED FULL OR PART-TIME SINCE LEAVING COLLEGE, IN WHAT TYPE OF BUSINESS OR INDUSTRY HAS THE MAJOR PORTION OF YOUR WORK BEEN? (Check one)

- 01 ☐ clerical (clerk, secretary, etc.)
02 ☐ farmer (own farm)
03 ☐ managerial (own business, company manager, executive)
04 ☐ mining, logging, fishing, farm work
05 ☐ professional (doctor, lawyer, teacher, nurse, graduate engineer)
06 ☐ sales (retail business, insurance, real estate)
07 ☐ semi-skilled work (factory, mill worker)
08 ☐ service (armed forces, police, motel employee)
09 ☐ skilled worker (construction, production, tradesman)
10 ☐ technical (technologist, electronic technician)
11 ☐ transport, communication (telephone, bus, newspaper)
12 ☐ unskilled worker (labourer)
13 ☐ other

(35-36)

17. HOW LONG DID IT TAKE YOU TO FIND A JOB AFTER LEAVING COLLEGE? (Check one)

- 1 ☐ question not applicable since have not worked since leaving college
2 ☐ had job before leaving college and continued in it
3 ☐ less than one month
4 ☐ one to six months
5 ☐ more than six months

(37)

18. WHERE WAS YOUR FIRST JOB SINCE LEAVING COLLEGE LOCATED? (Check one)

- 01 ☐ question not applicable since have not worked since leaving college
02 ☐ Peace River and Northeast B.C.
03 ☐ Northwest B.C.
04 ☐ Central Coast (Sechelt to Prince Rupert)
05 ☐ Okanagan
06 ☐ Kootenays
07 ☐ Central B.C. (Merritt to Prince George)
08 ☐ Vancouver Island
09 ☐ Lower Mainland and Fraser Valley
10 ☐ in Canada but outside B.C.
11 ☐ outside Canada

(38-39)

19. IN APPLYING FOR A JOB WITH YOUR PRESENT EMPLOYER, WHICH OF THE FOLLOWING WERE APPLICABLE?

(Check as many as are appropriate)

- 1 ☐ question not applicable as not presently employed
2 ☐ required to have a college education
3 ☐ employer asked for proof of college education
4 ☐ employer asked about college achievement or "grades"
5 ☐ required to provide references from college
6 ☐ not required to have a college education but college study was helpful in obtaining job
7 ☐ college education did not make a difference in obtaining job

(40-46)

20. IF YOU PRESENTLY HOLD A FULL OR PART-TIME JOB, WHICH OF THE FOLLOWING STATEMENTS APPLY?

(Check as many as are appropriate)

- 1 ☐ question not applicable as not presently employed
2 ☐ currently using skills learned in my major subject area
3 ☐ currently using skills learned outside my major subject area
4 ☐ did not learn any skills at college that would help in this job
5 ☐ the experience of going to college helped decide my vocational interest
6 ☐ the experience of going to college helped in my transition from secondary school to employment
7 ☐ just the experience of going to college helps in this job

(47-53)

21. DID YOUR COLLEGE EXPERIENCE HELP YOU ATTAIN ANY OF THE FOLLOWING GOALS?

(Check one for each item)

	Was not a goal	Goal Attained
	Yes	No
a) to get certificate or diploma	☐	☐
b) to determine my vocational interest	☐	☐
c) to prepare for a new career	☐	☐
d) to appreciate art and culture	☐	☐
e) to meet people and make friends	☐	☐
f) to get a general education	☐	☐
g) to upgrade my job skills	☐	☐
h) to improve basic skills (eg. reading, writing, etc.)	☐	☐
i) to be able to choose from a variety of subjects	☐	☐

(54-62)

(continued)

22. WITH WHICH OF THE FOLLOWING STATEMENTS
ABOUT COMMUNITY COLLEGES DO YOU AGREE?
(Check as many as apply)

- 1 ☐ the tuition fees are low
- 2 ☐ the quality of teaching is high
- 3 ☐ the student counselling services are effective
- 4 ☐ the admission requirements are reasonable
- 5 ☐ the mix of students (age, background) is a positive factor
- 6 ☐ community colleges are concerned about the needs of students
- 7 ☐ classes are of reasonable size
- 8 ☐ I could continue to live in my own community while attending college
- 9 ☐ community colleges provide the opportunity to attend part-time and in the evening
- 10 ☐ community colleges provide an interesting learning environment

(63-72)

23. YOUR SEX.

- 1 ☐ male
- 2 ☐ female

(73)

24. YOUR AGE.

- 1 ☐ under 18 years
- 2 ☐ 18 to 24 years
- 3 ☐ 25 to 34 years
- 4 ☐ 35 to 44 years
- 5 ☐ over 44 years

(74)

YOUR COMMENTS ARE INVITED:

(75)

UNIVERSITY OF CALIFORNIA

LIBRARY CLEARINGHOUSE FOR

JUNIOR COLLEGES

98 POWELL LIBRARY BUILDING

LOS ANGELES, CALIFORNIA 90024

EE 36

*Thank you for your co-operation. Please use the postage-paid
return envelope provided.*

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N^o 08011

DEC 11 1981